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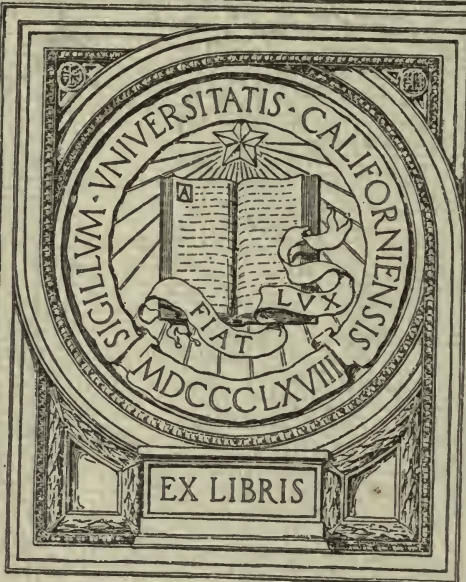


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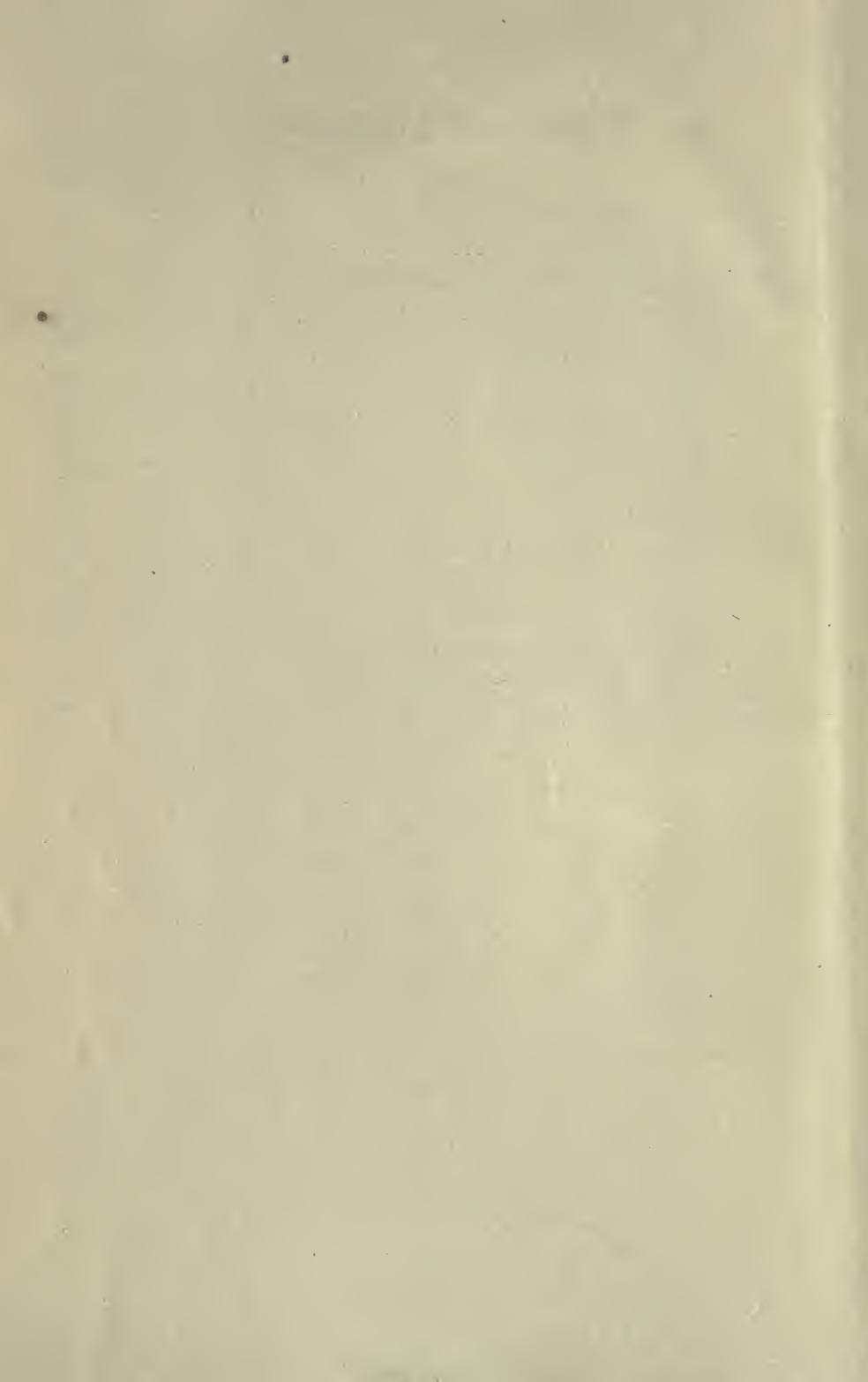
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UNION & ADVERTISER
Rochester, N. Y.

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English

The Course of Study in English provides for: (1) A general outline for all grades; (2) A general digest of the course in all grades; (3) A syllabus for each grade.

GENERAL OUTLINE

This *general outline* gives the theory and forms the basis of the course in each of the eight grades.

“A”. SOURCES OF THOUGHT MATERIAL— IMPRESSION.

I. EXPERIENCES OF THE CHILD'S LIFE.

1. Personal.

A. Home Life.

B. School Activities.

C. Street Incidents.

D. Child's Knowledge and Observation of Nature.

2. Social—Child's Environment and Relation to Society and Humanity.

3. Industrial—Child's Knowledge and Observation of Industries.

4. Civic—Child's Knowledge and Observation of Civic Life.

II. LITERATURE.

1. Poetry—Poems to be memorized or read.

2. Prose—Stories and selections from literature.

3. Grade Libraries.

III. PICTURES.

IV. OTHER SUBJECTS OF THE GRADE.

"B". REACTION FROM THOUGHT MATERIAL— EXPRESSION.

- I. EXPRESSION THROUGH COLOR, INK AND SCISSORS.
- II. EXPRESSION THROUGH DRAMATIZATION.
- III. ORAL EXPRESSION.
 - 1. Conversation.
 - 2. Reproduction.
 - 3. Invention.
- IV. WRITTEN EXPRESSION.
 - 1. Reproduction.
 - 2. Invention.
 - 3. Letter writing.

"C". TECHNICALITIES OF EXPRESSION.

- I. ARRANGEMENT.
- II. TECHNICAL LANGUAGE AND GRAMMAR.
- III. COPYING, DICTATION AND WRITING FROM MEMORY.
- IV. CORRECT USE.

GENERAL DIGEST

"The work of each grade must be done in the light of the course as a whole." Percival Chubb—"Teaching of English."

In order to get the relation of each grade to preceding and succeeding grades, the teacher should remember that while each grade must review and extend the work of earlier grades, in the main only the new or advance work for any one grade is given in this digest.

"A." SOURCES OF THOUGHT MATERIAL— IMPRESSION.

Grades 1B and 8A inclusive—See General Outline and Grade Syllabi.

"B." REACTIONS FROM THOUGHT MATERIAL— EXPRESSION.

I. EXPRESSION THROUGH COLOR, INK AND SCISSORS.

II. EXPRESSION THROUGH DRAMATIZATION.

III. ORAL EXPRESSION.

1. *Conversation*: Reactions from "A" I and IV.

1B. Answer teacher's questions—Correct sentences.
Encourage observation—Coherence.

1A. Topics from child's experience, observation and knowledge.

2B. First grade continued and extended.

2A. Train for coherence and sequence of time and event. Keep to the topic; teacher merely to guide the conversation.

3B. Fewer topics and more thorough treatment. Greater accuracy in observation. Teacher's plan of questions to direct conversation.

3A. Few topics fully developed. Begin investigation of new and unfamiliar topics. One topic extended over several lessons.

4A-B. Conversation is oral preparation for oral invention. Recitations in History and Geography are drills in conversation. Begin speaking before others. Aim for habits of clear expression and correct use in all recitations. List errors for attention in language period.

5A-B. Report and discussion following investigation. Elaboration of topic to maintain interest. Definite assignments to individuals for investigation. Topical recitations in other subjects. Correct habits of expression in all recitations.

6A-B. Two purposes—1. An oral preparation of subject matter for the purpose of oral inventive ex-

pression. 2. To emphasize the natural relation of expression in other recitations to expression in language.

Limit the topic. Begin reference studies.

7A-B. Conversation—The first approach to a new topic. Encourage pupils to take initiative. Elaborate topics in other subjects. Reference studies in History and Geography.

Recitation—Correct habits of expression in all recitations. Encourage independent preparation and recitation of lessons.

8A-B. Recitation—Drill for correct use. Pupils held responsible for all recitations. Extend topics from other subjects. Reference studies.

Dissertation—Topics developed in class room or assigned for home study. Biographical topics preferable. Teacher passive; pupils active.

2. *Oral Reproduction*: Reaction from "A" II and IV.

1B. Introduced late in term. Stories involving repetition and having clear beginning, related middle, and definite close.

1A. Orderly arrangement of beginning, middle, and end, a means of giving first conception of oral paragraphing.

2B. Stories short and simple. Follow sequence of events. First co-operatively and later by individuals.

2A. Gradual increase in number of events. Logical, orderly reproduction as a conscious step toward oral paragraphing.

3B. Reproduce only a few of best stories given. Teacher reproduces the less interesting parts. Questions or groups of guide words to insure logical sequence or to indicate paragraphing. Occasional independent reproduction.

- 3A. Continue 3B with enlarged vocabulary.
 - 4A-B. Stories with easily distinguishable parts. Character portrayal from stories. Repeat for correction of language forms. Pupils give suggestions for improvement. In 4B guide words gradually replaced by topics and sub-topics which lead to the co-operative outline in 4A.
 - 5A-B. Character portrayal emphasized. Co-operative outlines, an aid to independent reproduction. Self help stimulated by criticism of another's work.
 - 6A-B. Gradually introduce longer selections from literature. Topics assigned from other subjects. Selection read or told in one lesson, discussed in second and reproduced in third. Short reproductions for concentration, narration, description, exposition.
 - 7A-B. Gradual reduction of reproduction in favor of more invention. Immediate reproduction of short stories with definite plots or clear character portrayal. Include narration, description, and exposition. Develop power for independent outlines which are required for reproduction of selections from literature.
 - 8A-B. Proportion of reproduction decreased. Reproduce an occasional short story. Reproduce selections from literature. Encourage declamation. Pupils criticize one another's reproduction. Limited practice in argumentation.
3. *Oral Invention*: { Reactions from "A" I, III and IV.
 } Resultant of conversation.
- Inventive expression is not a creation of ideas, but rather invention of expression and development of personality.
- 1B. Short sentences given by the children.
 - 1A. Pictures to stimulate original sentences.
 - 2B. Children dictate sentences; after co-operative alterations teacher writes them on blackboard. En-

- courage originality for free, spontaneous self-expression.
- 2A. Copy from blackboard sentences developed as in 2B. Free use of pictures. Suggestive words or phrases as an aid in making mental pictures.
 - 3B. Use topics developed in conversation for more sustained efforts in oral invention and speaking before others.
 - 3A. Extension of 3B.
 - 4A-B. Work based upon conversation. Completing an unfinished story. Original stories. Original sentences concerning a given topic studied for logical order and paragraph.
 - 5A-B. Speaking before class for self-control, self-respect and forcible style. Elaboration of topic sentence. Expect greater spontaneity than in reproduction.
 - 6A-B. Review well prepared topics for drill in speaking before others. Pupils add to stories previously reproduced. Amplify a proverb, fable or newspaper heading.
 - 7A-B. Pupils speak without previous preparation from knowledge already acquired. Review well prepared topics for longer and more sustained efforts. Aim for self-possession, self-poise, and self-respect through connected and independent discussion of a given topic. Practice expanding a topic sentence. Translate pictures into language story. Give mental pictures from suggestive phrases. Amplify proverbs. Elaborate topics from History, Geography, Nature Study, etc.
 - 8A-B. Dissertation: Prepare to meet increasing demands of Eighth Grade and High School. Encourage impromptu dissertation. Class debates. Reports on current events. General independent thinking and self-expression.

The proportion of written to oral expression by grades is as follows:

First Grade	no written	all oral
Second “	one-fifth written	four-fifths oral
Third “	one-fifth “	four-fifths “
Fourth “	one-fourth “	three-fourths “
Fifth “	one-third “	two-thirds “
Sixth “	one-third “	two-thirds “
Seventh “	one-half “	one-half “
Eighth “	one-half “	one-half “

- 2B. Copy from blackboard one to three sentences previously developed by reproduction and invention. Write sentences in co-operation with teacher. Original sentences to contain given words related in thought.
- 2A. Four or five sentences the maximum. Use of guide words related in thought and logical in order.

1. WRITTEN REPRODUCTION { Reactions from "A" II and IV.
Resultant of Oral Reproduction.

- 3B. Only a few of the oral reproductions written. Copy one (later two) paragraphs written as a result of oral reproduction. Dictation of one (later two) paragraphs previously developed orally. Independent reproduction of simple stories. Guide words grouped to indicate paragraphs, one at first, later two.
- 3A. New words learned or placed on board before work begins. Encourage appropriation of words and phrases of the author for enrichment of vocabulary. Divide longer stories into parts. Number of paragraphs increased to two or three.
- 4B. Co-operative paragraphing. Continue relation of sentences in a paragraph. Study the relation of

paragraphs in a selection as suggested in the development of topics and sub-topics. Increasing use of co-operative outlines in longer reproductions studied in parts .

- 4A. Gradually lead up to independent paragraphing. Continue relations of sentences and paragraphs. Comparison of pupil's work with standards developed. Reproductions written as a whole. Best work read to class as a model. Extended use of co-operative outlines. Avoid slavish following of exact words and phrases of author. Short reproductions without outline. Topic or opening sentence noted for central thought of paragraph.
- 5A-B. Independent paragraphing. Expect proper use of related sentences in a paragraph, related paragraphs in written papers, and use of topic or opening sentences. Co-operative outline limited to two or three main topics. Three or four paragraphs in written papers. Pupils correct their own papers before handing to teacher.
- 6A-B. Pupils gradually prepare most of co-operative outlines. Frequent short reproductions. One longer, complete reproduction, every four or five weeks. One period a week to individual help. Special aim for correct form in each lesson. Attention to sentence structure. A class room standard established.
- 7A-B. Aim constantly for clearness, coherence and conciseness of expression. Moderate use of paraphrase to test comprehension of original. Frequent use of analysis, condensation, summary, newspaper headlines, telegrams, etc., as aids to right habits of study. Reproductions from literature always follow oral reproduction of same topic.
- 8A-B. Continue work of seventh grade. No oral preparation required. Aim to develop judgment, habits of analytical study and discrimination.

2. WRITTEN INVENTION: { Reaction from "A" I, III and IV.
Resultant of Oral Invention.

See note under IV, Written Expression.

- 3B. Copy from blackboard original sentences previously developed orally, and written, after correction, by the teacher. Write a paragraph of original sentences from guide words. First one, later two paragraphs.
- 3A. Extend 3B. Use pictures to stimulate original expression.
- 4A-B. Co-operative outlines the basis of written invention. Work done one or two paragraphs at a time. Later, complete reproduction not exceeding four or five paragraphs. Best papers discussed by class. Original stories. Completing unfinished stories. Narration and description based on pictures. Pupils criticize own work before it goes to the teacher.
- 5A-B. All oral and other written work to contribute to written invention. Daily practice in original writing of one or two short paragraphs. A few longer formal papers during term. Elaboration of topic sentence into a paragraph. Occasional impromptu writing on familiar topics. Utilize outlines developed under oral inventive work. Encourage habit of giving time and thought to a subject. Preservation of papers through term to show progress.
- 6A-B. Invention increases in proportion to reproduction. Teacher writing with pupils on same topic. Teacher's judgments kept in background. Daily practice on short papers and on sub-topics of co-operative outlines. A long formal paper every five weeks. Continue pupil's criticism of own work. Constant aim for correct form.
- 7A-B. Invention has precedence over reproduction. Encourage originality. Daily practice in short papers

and in sub-topics of a subject continued over several lessons. Impromptu writing. Original stories, using introduction read by teacher. Additions to stories reproduced. Monthly or bi-monthly long paper.

8A-B. Invention the chief medium in written expression. Daily practice. Monthly or bi-monthly long paper. Give individual tastes and enthusiasms free expression.

3. LETTER WRITING.

3A. Friendly letters of simplest form. Heading, Salutation and Conclusion. Copying complete letters. Copying body of letters and supplying headings, etc. Develop content orally before writing original letter.

4A-B. Review and extend 3A. Read to children letters from literature—imaginative letters. Discuss motives for letter writing.

5A-B. Continue previous work. B. Answer to advertisements. A. Simple business letters. Emphasize necessity for accuracy and neatness.

6A-B. Continue work of fifth grade. Some work in letters of friendship. Special emphasis on business correspondence.

7A-B. Social correspondence. Review previous grades. Motives and suggestions for business correspondence. Demand accuracy and neatness.

8A-B. Comprehensive review of all previous work. Business correspondence, with emphasis on brevity, pointed and exact statement. Social correspondence, including both formal and informal notes, invitations, regrets, and other conventional and accepted forms.

“C” TECHNICALITIES OF EXPRESSION.

I. ARRANGEMENT.

- 1B. Writing sentences on blackboard.
- 1A. Writing sentences on paper.
- 2B. Margin at left in written sentences. Heading of written paper—grade—date—subject.
- 2A. Margins at left and right of paper. Descriptive title for written papers.
- 3B. Simple sentences only. Avoid excessive use of “and” and “but.” Indentation in paragraphs—copying and dictation. Indentation applied to all written work.
- 3A. Simple sentences with modifying phrases. Indentation in paragraphs required. Review use of headings and margins.
- 4B. Distinguish between statement and question. Co-operative paragraph with guide words and outlines.
- 4A. Statements, questions, commands, exclamations. Some independent paragraphing. Topic sentence. Co-operative outline. Superscription on envelopes. Review and application of margins and headings.
- 5B. Recognize sentences as declarative, interrogative, imperative, exclamatory. Gradual introduction of use of complex sentence. (No attempt at analysis.) Modifying phrases expanded into clauses. Independent use of paragraphs. Selection of topic sentences from printed paragraphs. Co-operative outlines—two or three main topics. Impromptu oral and written work. Review friendship letters. Answers to advertisements.
- 5A. Review and extension of work of 5B. Two parts of sentence—subject and predicate. Extend co-

operative outlines to four main topics. Simple business letters.

6B. Simple subject, simple predicate; complete subject, complete predicate. Unity of sentences, relation of paragraphs; a standard established, the practice not rigorously enforced. Pupils gradually taking greater share in co-operative outlines. Need of caution in too extensive use of outlines. Business correspondence.

6A. Gradual introduction of compound sentence. Recognition of sentences as simple, complex and compound. Exercises in combining, condensing and transforming sentences. Some simple outlines made by pupils unaided.

7A-B. Continued practice in use (not analysis) of complex and compound sentences. Combination of short related simple sentences into one longer complex and compound sentence and vice versa. Continued attention to paragraphing. Independent outlines.

8A-B. More definite study of the use of complex and compound sentences through analysis. Study paragraphing, using selections of literature as models. Extended work in independent outlining. General review.

II. TECHNICALITIES OF LANGUAGE AND GRAMMAR.

1B. 1. Capitals—Beginning of sentence, pupil's name, "I."

2. Punctuation—Period at end of sentence.

3. Preparation for dictionary. Phonics.

1A. 1. Capitals—Proper names in reader.

2. Punctuation—Question mark at end of sentence.

3. Dictionary Work—Learn the Alphabet. Phonics.

2B. 1. Capitals—"O," first word of each line of poetry, months, days.

2. Punctuation—Period after abbreviations. Period and comma in dates on written paper.
 3. Abbreviations—Mr., Mrs., Months, Days.
 4. Dictionary Work—Master Alphabet. Phonics.
- 2A. 1. Capitals—State, City and Street.
2. Punctuation—Review.
 3. Abbreviations—N. Y., St., Ave., P. O.
 4. Dictionary Work—Arrangement in alphabetical order of familiar words with different initials. Phonics.
- 3B. 1. Capitals—Review previous work. Initials.
2. Punctuation—Period with abbreviations in number work and with initials. Hyphen in compound word and at end of line to show separation of syllables.
 3. Abbreviations—Those used in number work.
 4. Dictionary Work—Review. Phonics.
- 3A. 1. Capitals—First word of simple direct quotation. Heading, salutation and conclusion of a simple letter.
2. Punctuation—Quotation marks in simple direct quotation. Punctuation of heading, salutation and conclusion of simple letter. Apostrophe in singular possessive and in contractions.
 3. Abbreviations—Supt., Prin., Dr., Pres., Rev.
 4. Dictionary Work—Accent mark. Phonics and diacritical marks.
- 4B. 1. Capitals—Superscription on an envelope.
2. Punctuation—In superscription on an envelope. Interrogation Marks—Apostrophe in plural possessives and contractions. Comma preceding quotation.
 3. Abbreviations—Review.

4. Dictionary Work—Arrangement in alphabetical order of familiar words having initials only alike.
Phonics and diacritical marks.
- 4A. 1. Capitals—Titles and places; names of Deity; proper names.
2. Punctuation—Exclamation mark. Comma following “yes” and “no” when used with name of person addressed.
3. Abbreviations—Those in arithmetic and geography, Gov., Gen., Capt., Sec.
4. Dictionary Work—Review.
- 5B. 1. Capitals—Proper names in geography and history.
2. Punctuation—Comma to set off clause or phrase out of natural order.
3. Abbreviations—P. S., A. M., P. M., M. D., D. D., and other common degrees.
4. Dictionary Work—Arrangement in alphabetical order of familiar words having unlike initials.
- 5A. 1. Capitals—Review.
2. Punctuation—Comma in series of words.
3. Abbreviations—U. S. A. For the States.
4. Dictionary Work—Review.
- 6B. 1. Capitals—Proper use required in all papers.
2. Punctuation—Comma separating person addressed.
Quotation marks in broken quotations.
3. Abbreviations—O. K., C. O. D., f. o. b., inst., ult., etc.
4. Dictionary Work—Words at top of dictionary page. Diacritical key.

5. Grammar—Kinds of sentences as to use. Simple subject and predicate; complete subject and predicate.
- 6A.
1. Capitals—See 6B.
 2. Punctuation—Caution against quotation marks in indirect quotation.
 3. Abbreviations—i. e., e. g., viz., anon., mdse., Messrs.
 4. Dictionary Work—Abbreviations in defining words: n., a., v., adv., pron., sing., pl.
 5. Grammar—Kinds of sentences as to form. Recognition of parts of speech—nouns, pronouns, verbs, adjectives and adverbs.
- 7B.
1. Capitals—Proper use of all capitals.
 2. Punctuation—Require all punctuation marks taught in grades below. Teach comma to set off introductory connecting adverbs.
 3. Abbreviations—Classify in review all abbreviations of lower grades.
 4. Dictionary Work—Review previous work. Drill in opening promptly to given letter or word and in getting pronunciation, spelling and definition. Use index in all texts.
 5. Grammar—Review Sixth Grade. Recognition of prepositions, interjections and conjunctions. Nouns: Classification, properties, declension, use in sentence. Parsing pronouns.
- 7A.
1. Capitals—See 7B.
 2. Punctuation—See 7B.
 3. Abbreviations—See 7B.
 4. Dictionary Work—Repeat 7B.
 5. Grammar—Adjectives: Classification, comparison, use in sentence, parsing. Prepositions:

List of common ones; use. Interjections: Recognition and use. Analysis and diagraming simple sentences.

- 8B. 1. Capitals—See Seventh Grade.
2. Punctuation—Review all previous work. Comma after introductory words, phrases and clauses. Dash and parenthesis.
3. Abbreviation—See Seventh Grade.
4. Dictionary Work—Drill in finding punctuation, accent, spelling, definitions. Frequent reference to index in all texts. General use of works of reference.
5. Grammar—Verbs: Classification, properties, principal parts, inflection, parsing. Analysis and diagraming of compound sentence.
- 8A. 1. Capitals—See Seventh Grade.
2. Punctuation—See seventh grades. Comma before additional clause; semi-colon and colon.
3. Abbreviation—See Seventh Grade.
4. Dictionary Work—Daily use of dictionary. Use of index in all texts. Frequent use of encyclopedia and other works of reference.
5. Grammar—Thorough review and more intensive study of grammar. Conjunctions. Clauses. Phrases. Analysis and diagraming of complex and compound sentences.

III. COPYING, DICTATION AND WRITING FROM MEMORY.

- 1B. Copying—Short sentences on blackboard.
- 1A. Copying—Short sentences on blackboard and paper.
- 2B. Copying—From board, readers, etc. Dictation—Short sentences previously studied. Memory Writing—Occasional short poems or stanzas

- 2A. Copying—Model language, number or spelling lesson. Dictation—Short sentences. Memory Writing—Occasional short poems or stanzas.
- 3B. Copying—Models of indentation, headings, titles and margins. Dictation (do not repeat)—Following copying exercise. Memory Writing—Short poems.
- 3A. Copying—Limited amount of review. Dictation (do not repeat)—For concentration of attention and correct use of language forms. Memory Writing—Short poems.
- 4A-B. Copying—Gradually replaced by dictation. Dictation (do not repeat)—For concentration and correct language forms. Memory Writing—Short poems, memory gems, etc.
- 5A-B. Dictation (do not repeat)—As a test in use of technicalities. Memory Writing—Poems, quotations, etc.
- 6A-B. Dictation—To create power of sustained attention. Memory Writing—Poems, quotations, etc.
- 7A-B. Dictation—To furnish models in complex and compound sentence structure and in all other forms which the class may be studying. To create power of sustained attention and concentration. Writing from Memory—To give practice in use of capitals and marks of punctuation, and to fix firmly in mind selection learned.
- 8A-B. See seventh grades.

IV. CORRECT USE.

(In course of preparation).

REFERENCE LIST OF POEMS AND STORIES.

The following books, referred to as the English Library, are to be found in each school. Each book is referred to by the

number it bears in this list. For example, "Bees, Sherman, 4-112," refers to a poem Bees, by Sherman, found in book 4 (Little Folk Lyrics) on page 112.

1. Land of Song, Vol. I.
2. " " " Vol. II.
3. " " " Vol. III.
4. Little Folk Lyrics.
5. Eugene Field Book.
6. In the Child's World.
7. Longfellow's Complete Poems (Houghton, Mifflin Co.)
8. Open Sesame Vol. I.
9. " " Vol. II.
10. " " Vol. III.
11. Lovejoy's Nature in Verse.
12. For the Children's Hour—Bailey and Lewis.
13. Holton Primer.
14. Child's Garden of Verses.
15. Mother Goose Rhymes—Charles Welch .
16. Golden Numbers—Wiggins and Smith.
17. The Posy Ring. " " "
18. Stories to Tell Children—Bryant.
19. How to Tell Stories to Children—Bryant.
20. The Fables of Aesop—MacMillan Co.
21. The Silver Crown—Richards.
22. The Golden Windows—Richards .
23. Norse Stories—Mabie.
24. The Story Hour—Wiggins and Smith.
25. The Nursery Rhyme Book—Lang.
26. Stepping Stones to Literature Book I.
27. " " " " " II.
28. " " " " " III.
29. " " " " " IV.
30. " " " " " V.
31. " " " " " VI.
32. " " " " " VII.

33. Heart of Oak Books No. 1.
34. " " " " No. 2.
35. " " " " No. 3.
36. " " " " No. 4.
37. " " " " No. 5.
38. " " " " No. 6.
39. Poems by Grades—Harris and Gilbert No. 1.
40. " " " " " " " No. 2.
41. Hellenic Tales.
42. Guide Books to English—Harris and Gilbert No. 1.
43. " " " " " " " No. 2.
44. The Pig Brother—Richards.
45. Smoky Day's Wigwam Evenings—Eastman.
46. Old Mother West Wind—Burgess.
47. Merry Animal Tales—Bingham.
48. Fifty Famous Stories—Baldwin.
49. Hans Andersen's Fairy Tales—Stickney.
50. Lowell's Complete Poems (Houghton, Mifflin & Co.)
51. Cary's Poetical Works " " " "
52. Whittier's Complete Poems " " " "
53. The Book of Legends—Scudder.

SYLLABUS

First Grade B

A. Sources of Thought Material— Impression

I. EXPERIENCES OF THE CHILD'S LIFE.

1. PERSONAL.

A. *Home Life*—Central thought, "My Mother."

1. Care of home—father and children—sewing, cooking, preserving for winter.
Occupations of the day of week.
Why I like to make gifts for mother.
Relate study of mother's care to other studies of child life.
2. Occupations directly related to home—
 - a. Milkman or
 - b. Grocer or
 - c. Meatman or
 - d. Shoemaker or
 - e. Storekeeper.

B. *School Activities*—

1. Holidays.
2. Relate conversations to manual training, physiology and physical training outlines.
3. Visit Kindergarten.
4. Going to School.
Every day on time—the clock (telling time).
Birthday party for "November children," etc.

A pet of some kind—animal—fish, etc., should be kept for a time as it furnishes an interest on which language and reading lessons can be built.

5. Class walks and excursions.

There should be at least two each month in pleasant months.

C. *Street Incidents*—

1. Directly home from school—directly to school from home.
2. Processions.
3. Accidents—necessity for care at crossings, etc.
4. Observations for Nature Study.

D. *Child's Knowledge and Observation of Nature*—

See Nature Study outline.

2. SOCIAL.

A. *Child's Environment and Relation to Society and Humanity*—

Topics under social experiences are associated with personal experiences.

3. INDUSTRIAL.

A. *Child's Knowledge and Observation of Industries*—

See Manual Training outline and topic Home Occupations under personal experiences.

4. CIVIC.

See outline in civics and the fire drill outline.

II. LITERATURE

1. POETRY.

Poems to be memorized (a minimum of three each term).

Do not use poems assigned to a higher grade.

I Love Little Pussy (Taylor).....1-36

If Ever I See (Child).....11-30

Mary's Lamb (Hale).....	1-27, 26-85
Pussy Willow	13-83
Twinkle, Twinkle Little Star (Taylor).....	1-24
The Frog's Good-by.....	11-221
A Nut	13-27
The Little Angel (Prentiss).....	8-291
Little Kitty.	8-297
A Visit from St. Nicholas (Moore).....	1-73
The Baby (MacDonald).....	1-15, 8-293
My Shadow (Stevenson).....	35-9, 14-32
Daisies (Sherman).	4-19
Sleep, Baby, Sleep (From the German).....	1-48, 8-803
Leaves at Play (Sherman).....	4-81
Little Birdie (Tennyson).....	26-127, 1-13
Hiawatha's Childhood (Longfellow).....	7-147

Poems to be read by the Children.

In this grade the children should read Mother Goose and other nursery rhymes which may be found in the grade library or written on the blackboard.

See Book 15 English Library).

(" " 33 " ").

Poems to be read to the Children.

Read and interpret all poems in the list to be memorized and as many as possible of the following:

The Squirrel's Home.....	13-33
The Bird's Farewell.....	13-39
Come Little Leaves.....	11-203
The Busy Bee (Watt).....	1-30
Cock Robin's Death.....	1-28
Spring (Thaxter).	1-70
The Tree (Bjornsen).....	1-89
Little Bo-Peep (Mother Goose).....	1-21
The Shadows (Sherman).....	4-66
The Rock-a-By Lady (Field).....	5-2
Norse Lullaby (Field).....	5-42
Bees (Sherman).	4-112

2. PROSE.

Stories—A minimum of three each term.

Little Gingerbread Man.....	18-8
Little Red Hen.....	12-293, 18-7
Three Bears	19-37, 12-303
The First Thanksgiving.....	24-107
Little Half Chick.....	18-33, 12-152
The Three Pigs.....	19-32, 12-306
The Sheep and the Pig.....	12-50
The Wind and the Sun.....	20-140, 18-71
Little Red Riding Hood.....	34-16
The Boy who Cried Wolf.....	33-62, 18-68
The Crow and the Pitcher.....	20-129
The Fox and the Grapes.....	20-76
The Lion and Mouse.....	33-68, 20-26
The Ant and the Grass-hopper.....	20-86
The Cat, the Ape and the Nuts.....	33-73
The Cake	21-56

3. GRADE LIBRARIES.

Encourage the children to use the grade library books.

Arouse their self-activity by calling attention to the pictures, the most attractive pages, and by reading the interesting portions.

III. PICTURES.

IV. OTHER SUBJECTS OF THE GRADE.

Use the material gained in the reading for language purposes.

**B. Reactions from Thought Material—
Expression**

I. EXPRESSION THROUGH COLOR, INK AND SCISSORS.

Occupation work through these media is a valuable factor in self-expression, if, and only if, it expresses the child's own

thought. To the child, color, ink and scissors are natural and spontaneous forms of self-expression. The chief value of these media of expression lies in the freedom allowed the child, and consequently it cannot be considered or criticized from an artistic standpoint.

This occupation work is therefore recommended in the primary grades as a medium of self-expression, with the distinct provision that it shall be used only for language purposes. Always allow the child to express his own thought, and to express it unhindered by too exacting artistic limitations.

II. EXPRESSION THROUGH DRAMATIZATION.

Dramatic imitation is a spontaneous instinct in a child's nature. Thought in the child's mind tends to express itself in action. Dramatization is the activity side of language work and should therefore be freely used in the primary grades.

The aims in dramatization should be:

1. To afford the child this natural medium of self-expression.
2. To cultivate the imagination, leading to the power of constructive imagination.

When a child enters the world of imagination so completely as to lose account of his own personality and all reality, he enters a new and wonderfully rich experience; his constructive imagination brings to him an expansion of his own personality.

A few children have dramatic talent, but all children have dramatic instinct. Dramatization in any grade should never serve the few with dramatic talent, but stimulate the dramatic instinct of all. Unimaginative and unexpressive children most need this form of self-expression.

The selections for dramatization in the class room should always be simple; never the ornate, costumed exhibition justifiable only for a special school entertainment.

In the first grade, dramatization takes the form of action reading. Here the child's interest is in words which express ac-

tion; let the action accompany the word. Later in the first grade very short stories full of action should be dramatized.

In the second grade, dramatization should be confined to short stories or dialogues.

In the third grade, longer units may be used, involving more children.

Whenever a story, or scene, has been played several times and ceases to arouse spontaneous response it has served its purpose and new material should be found. The purpose of this form of self-expression is defeated if the dramatization is repeated until it approximates a form suitable for public exhibition. Freedom and spontaneity of expression are its only justification for use in a school room.

III. ORAL EXPRESSION.

1. CONVERSATION: Reactions from "A" I.

Outline.

1. Conversation lessons the beginning of language work—Need of spontaneous self-expression.
2. Coherence and correct use in sentences.
3. Topics from child's personal experience followed by topics from his knowledge and observation—Children supply topics.

Syllabus.

1. Conversation based upon the personal experiences of the child's life is the beginning of oral expression. It is then imperative that the children express their thoughts with perfect freedom.
2. Pupils can be trained to answer questions in correct sentences; to keep to the subject; to form good habits of observation, thought and speech.
3. Topics relating solely to the child's own life may be used at first; gradually he may be led to conversation on topics relating to his observation and knowledge. Frequently, children will suggest topics which are suitable for good conversation lessons.

2. ORAL REPRODUCTION: Reactions from "A" II and IV.

Outline.

1. Oral reproduction introduced late in term—Short, simple stories.
2. Stories involving repetition.

Syllabus.

1. Oral reproduction of stories and poems may be introduced into the language work later in the term. Not every story is suitable for reproduction. The short, simple story with a clear beginning, a related middle and a definite close is best for reproduction.
2. Stories involving repetition, e. g., "Little Gingerbread Boy", "The Cat and the Mouse", "Chicken Little", etc., develop the power of logical order and maintain the interest by the successive additions to the reproductions.

3. ORAL INVENTION: Reactions from "A" I and III.

Outline.

1. Short spontaneous sentences.

Syllabus.

1. If the children show a tendency to give short original sentences, the opportunity should be found for this inventive work.

IV. WRITTEN EXPRESSION.

The Expression work of the First B should be entirely oral, with the exception of the writing on the blackboard, incidental to the technicalities.

C. Technicalities of Expression

I. ARRANGEMENT.

Writing sentences on blackboard.

II. TECHNICALITIES OF LANGUAGE.

1. Capitals—Beginning of sentences, name of pupil, the word "I."
2. Punctuation—Period at end of sentence.
3. Preparation for Dictionary Work—Teach phonetic value of letters in connection with reading.

III. COPYING.

The teacher's blackboard sentences serve the purpose of copying and may be used to test the correct use of capitals and the period.

IV. CORRECT USE.

(In course of preparation.)

First Grade A

A. Sources of Thought Material— Impression

I. EXPERIENCES OF THE CHILD'S LIFE.

1. PERSONAL.

A. *Home Life*—Emphasis of thought upon “My Father.”

1. Provider of house we live in—shelter, food, clothing.
2. House building—materials—wood, brick—builders—carpenter, mason.
3. Visit a house being built—Plan a room or make a house on sand table—Plan a garden, Nature study—Furnish it, manual training—lighting—heating. Father's work about home.
4. Indicate the relationship of father in family to child life of other lands when studied.

B. *School Activities*.

1. Relate three conversations to physiology, nature study, physical training.
2. Holidays.
3. Birthdays.
4. Why I like to make gifts for father.
5. Care of clothing at school—coats, rubbers, etc.
Care of cloak room.

C. *Street Incidents*.

1. Processions.
2. Class walks and excursions.
3. Observations for Nature Study.

4. Popcorn man.

D. *Child's Knowledge and Observation of Nature.*

See Nature Study Outline.

2. SOCIAL.

A. *Child's Environment and Relation to Society and Humanity.*

Topics under social experiences are associated with personal experiences.

3. INDUSTRIAL.

A. *Child's Knowledge and Observation of Industries.*

See Manual Training Outline.

4. CIVIC.

See outline in civics and fire drill outline.

II. LITERATURE.

1. POETRY.

Poems to be Memorized. (A minimum of three each term.)

Do not use poems assigned to a higher grade.

Little Boy Blue (Field).....	5-1
The Swing (Stevenson).....	14-62
The Wind (Stevenson).....	14-45
They didn't Think (Carey).....	11-295
Over in the Meadow (Wadsworth).....	1-16
Little Things (Selected).....	8-293
Shadow Town Ferry (Rice).....	8-315
The Cow (Stevenson).....	14-42
The Land of Counterpane (Stevenson).....	14-27
Thanksgiving Day (Child).....	8-230
Singing (Stevenson).....	14-20
Where Go the Boats (Stevenson).....	14-24
Lady Moon (Houghton).....	1-14
Nursery Song (Carter).....	1-25
The Sunbeams (Poulsson).	6-398
The Children's Hour (Longfellow).....	7-247

Poems to be Read by the Children.

In this grade the children should read Mother Goose and other nursery rhymes which may be found in the grade library or written on the blackboard. (See Books 15-33 English Library).

Poems to be Read to the Children.

Read and interpret all poems in the list to be memorized and as many as possible of the following:

The Shadows (F. D. Sherman).....	4-66
The Rock-a-by Lady (Field).....	5-2
Norse Lullaby.	5-42
Bees (F. D. Sherman).....	4-112
A Real Santa Claus (F. D. Sherman).....	4-53
Jack Frost (Selected).	11-258
The Fox and the Crow (Taylor).....	8-273
Queen Mab (Hood).	8-253
What Are You Good For? (Miller).....	8-140
Piccola (Thaxter).	6-129
Good and Bad Children (Stevenson).....	14-49
Santa Claus and the Mouse (Poulsson).....	6-122
The Mouse's Thanksgiving (Holmes).....	13-54
The Snow Bird (Sherman).....	4-120
A Good Boy (Stevenson).....	14-36
Apple-Seed John (Child).....	6-59
The Constant Dove (Thaxter).....	6-80
The New Moon (Follen).....	1-48
The Silk Worm (Howitt).....	
The Duel (Field).....	5-3

2. PROSE.

Stories—A minimum of three each term.

The Straw, the Coal and the Bean.....	4-24
Old Woman and her Pig.....	33-83, 12-89, 19-43
Babes in the Woods.....	24-96
The Elves and the Shoemaker.....	18-109
How Robin got his Red Breast.....	12-179
Legend of the Wood-pecker.	12-177

Mr. Easter Hare.....	12-281
The Good Shepherd.....	12-231
Mrs. Santa Claus.....	12-251
Jack and the Bean Stalk.....	34-62
The Frog and the Ox.....	19-167, 33-77, 20-57
How Brother Rabbit Fooled the Whale.....	18-29
Cinderella	34-82
The House that Jack Built.....	33-34
The Hare and the Tortoise.....	33-72
Henny-Penny.	13-97, 12-297, 33-79
The Dog and the Shadow.....	33-59
The Feast.	21-33
The Roots	21-37
The Sailor Man.....	22-66
The Hill	22-39

3. GRADE LIBRARIES.

The children should be encouraged to use the grade library books. Their self-activity should be aroused by calling their attention to the pictures and to the most attractive pages, and by reading the interesting portions of the book.

III. PICTURES.

IV. OTHER SUBJECTS OF THE GRADE.

Use the material gained in the reading for language purposes.

B. Reactions from Thought Material— Expression

I. EXPRESSION THROUGH COLOR, INK AND SCISSORS.

Occupation work through these media is a valuable factor in self-expression if, and only if, it expresses the child's own thought. To the child, color, ink and scissors are natural and spontaneous forms of self-expression. The chief value of these

media of expression lies in the freedom allowed the child, and consequently it cannot be considered or criticized from an artistic standpoint.

This occupation work is therefore recommended in the primary grade as a medium of self-expression, with the distinct provision that it shall be used only for language purposes. Always allow the child to express his own thought; and to express it unhindered by too exacting artistic limitations.

II. EXPRESSION THROUGH DRAMATIZATION.

Dramatic imitation is a spontaneous instinct in a child's nature. Thought in the child's mind tends to express itself in action. Dramatization is the activity side of language work and should therefore be freely used in the primary grades.

The aims in dramatization should be:

1. To afford the child this natural medium of self-expression.
2. To cultivate the imagination, leading to the power of constructive imagination.

When a child enters the world of imagination so completely as to lose account of his own personality and all reality, he enters a new and wonderfully rich experience; his constructive imagination brings to him an expansion of his own personality.

A few children have dramatic talent but all children have dramatic instinct. Dramatization in any grade should never serve the few with dramatic talent but stimulate the dramatic instinct of all. Unimaginative and unexpressive children most need this form of self-expression.

The selections for dramatization in the class room should always be simple; never the ornate, costumed exhibition justifiable only for a special school entertainment.

In the first grade, dramatization takes the form of action reading. Here the child's interest is in words which express action; let the action accompany the word. Later in the first grade very short stories full of action should be dramatized.

In the second grade, dramatization should be confined to short stories or dialogues.

In the third grade, longer units may be used, involving more children.

Whenever a story or scene has been played several times and ceases to arouse spontaneous response, it has served its purpose and new material should be found. The purpose of this form of self-expression is defeated if the dramatization is repeated until it approximates a form suitable for public exhibition. Freedom and spontaneity of expression are its only justification for use in a school room.

III. ORAL EXPRESSION.

1. CONVERSATION: Reactions from "A" I.

Outline.

1. Conversation of First B continued and extended. Children furnish topics.
2. Spontaneous self-expression; but maintain coherence. Close observation developed.

Syllabus.

1. Conversation work of First B continued. To a greater degree than in the First B, the child's observation and knowledge may be drawn upon for topics in conversation.
2. The children should have perfect freedom of self-expression; but they should be trained to keep to the topic, and to use correct sentences. Their power of close observation will develop as this training is given.

2. ORAL REPRODUCTION: Reactions from "A" II and IV.

Outline.

1. Oral reproduction continued from First B. Short simple stories.
2. Organization of reproduction into beginning, middle and end gives first conception of oral paragraphing.

Syllabus.

1. Oral reproduction of stories and poems may be taken up at the beginning of the First A. The short simple stories which bring out clearly the beginning, middle and end are the best adapted to reproduction.
 2. The first conception of oral paragraphing, or an orderly arrangement of sentences, will come unconsciously to the children by developing these three divisions in their reproduction.
3. ORAL INVENTION: Reactions from "A" I and III.

*Outline.**

1. Original sentences must be spontaneous.
2. Translating a picture story into a language story.

Syllabus.

1. The children may be encouraged but not urged to give, in their conversation and oral expression work, some short original or inventive sentences.
2. Pictures, full of action and life, will serve this purpose; the children translate, in their own words, the picture story into a language story.

IV. WRITTEN EXPRESSION.

Outline.

1. Work of First A almost exclusively oral; later in term an occasional written sentence.

Syllabus.

1. The work of the First A should be almost exclusively oral. Occasionally, later in the term, the children may make original sentences with the word cards; write them on the blackboard or on the First A writing paper.

C. Technicalities of Expression

I. ARRANGEMENT.

Writing sentences on First A writing paper.

II. TECHNICALITIES OF LANGUAGE.

1. Capitals: Proper names in readers.
2. Punctuation: Question mark at end of sentence.
3. Preparation for Dictionary work: Toward the close of the First A pupils should know the alphabet.

III. COPYING.

The teacher's blackboard sentences serve the purpose of copying and may be used to test the correct use of capitals and the period and question mark.

IV. CORRECT USE.

In course of preparation.

Second Grade B

A. Sources of Thought Material— Impression

I. EXPERIENCES OF THE CHILD'S LIFE.

1. PERSONAL.

A. *Home Life.*

1. The family—our relation to each member.
2. Processes related to home.
 - a. Butter making
 - Milling
 - Lumbering
 - Cotton
 - Woolen (cloth making)
3. Games I play at home.
4. How children have spent vacations and holidays at home.

B. *School Activities.*

1. Holidays.
2. Relate to physiology, nature study and physical training:
3. Care of class room, aisles, desks, boards, (relate incidentally to school grounds and neighborhood).
4. What I like best to do at recess.
5. Any new equipment of school—pictures—victrola, etc. should be talked about and as fully as possible explained to children. This should be carried through all grades.

C. *Street Incidents.*

1. Ice cream man—better to eat cream at home.
2. Observations for nature study.
3. Circus day and processions.
4. Balloon man.

D. *Child's Knowledge and Observation of Nature.*

See Nature Study Outline.

2. SOCIAL.

A. *Child's Environment and Relation to Society and Humanity.*

Topics under social experiences are associated with personal experiences.

3. INDUSTRIAL.

A. *Child's Knowledge and Observation of Industries.*

See Manual Training Outline.

4. CIVIC.

See outline in Civics and Fire Drill Outline.

II. LITERATURE.

1. POETRY.

Poems to be memorized. (A minimum of three each term).

Do not use poems assigned to a higher grade.

The Autumn Fires (R. L. Stevenson)	14-117
Swinging (R. L. Stevenson)	14-20
Milking Time (Roseth)	17-113
Thanksgiving Day (Child)	17-196
Why Do Bells for Christmas Ring? (Ward)	17-261
Obedience (Carey)	39-95
Bed in Summer (Stevenson)	14-3
The Lamplighter (Stevenson)	14-55
The New Moon (Follen)	1-48
Little Snow-Flakes (Selected)	11-264

Forget-me-nots (Selected)	11-128
Lady Moon (Rosetti)	17-30
Poems to be read by the Children, or to the Children .	
Read and interpret all poems in the list to be memorized and as many as possible of the following:	
The Hayloft (Stevenson)	14-72
Winter Time (Stevenson)	14-70
Little Gustava (Thaxter)	17-152
The Plum Tree (Field)	5-12
Waiting to Grow (Selected)	11-274
The Little Lazy Cloud (Selected)	11-32

2. PROSE.

Stories—(A minimum of three required each term).

Androclus and the Lion	20-60
The Dog and his Image	20-7
Epaminondas and his Auntie	18-63
The Dog and the Manger	20-97
The Field Mouse and The Town Mouse	34-26, 20-15
The Fox and the Crow	20-19
The Ginger-bread Man	18-8
Little Half Chick	18-33
The Lark and the Farmer	18-80, 34-49
The Wolf and the Lamb	34-8, 20-4
Raggy Lug	19-130
The Burning of the Rice Fields	19-179
The Story of Wylie	19-182
The Wheat Field	14-21, 22-9
The Pig Brother	44-1, 22-35
The Stars	44-46, 22-92
The Sick Child	21-44
The Tangle Skein	44-119

3. GRADE LIBRARIES.

The Children should be encouraged to read the Grade Library books. They should be taught to enjoy spare time with good books. Pupils first completing the day's work may be given the privilege of using the Grade Library.

III. PICTURES.

IV. OTHER SUBJECTS OF THE GRADE.

The stories and poems of the grade readers are the most available material for language purposes. A conversation or reproduction lesson may be based on a reading lesson provided care is taken in the story selected.

Oral reproduction of a reading lesson is an actual language lesson and may be considered as such in the time allotment of the daily program. The reading period is thus extended and the extra time considered as part of the day's language period.

B. Reactions from Thought Material— Expression

I. EXPRESSION THROUGH COLOR, INK AND SCISSORS

Occupation work through these media is a valuable factor in self-expression, if, and only if, it expresses the child's own thought. To the child, color, ink and scissors are natural and spontaneous forms of self-expression. The chief value of this medium of expression lies in the freedom allowed the child, and consequently it cannot be considered or criticized from an artistic standpoint.

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III. ORAL EXPRESSION.

1. CONVERSATION: Reactions from "A" I.

Outline.

1. Sources of topics; narrative form in conversation.
2. Coherence and close observation; a caution.
3. Appropriating vocabulary of original stories and poems.

Syllabus.

1. The whole range of the child's experience, observation and knowledge should be rich in topics for conversation lessons. The conversation should take the narrative form most frequently; occasionally the conversation lesson will involve the descriptive form when the children tell what they have seen. Description is, however, comparatively more difficult for small children.
2. The children should be trained to keep to the topic; to use correct sentences; to exercise their powers of observation. The desire for accuracy and form should never be allowed to check freedom of self-expression.
3. These exercises will increase the children's vocabularies, if opportunities are afforded them to use the language of their stories and poems.

2. ORAL REPRODUCTION: Reactions from "A" II and IV.

Outline.

1. Selection of stories suitable for reproduction.
2. Suggested steps in reproduction for the beginning of term and later in term.
3. Oral paraphrasing cooperatively with teacher.
4. Independent organization in reproduction.

Syllabus.

1. The stories and poems assigned as the language material, and the stories from the reading lessons which are used for reproductions, should be short and simple.
2. At the beginning of the term, stories which bring out clearly the *beginning*, the *middle*, and the *close* may

be used. Later in the term, the children will be able to reproduce larger units if they are helped to observe what happened first, what next, and so forth. Events may be told in turn by different children, and finally the whole story reproduced by one child.

3. The teacher should bear in mind that she is thus laying the foundation for later work in oral and written paragraphing. In this grade the work is oral paragraphing with the teacher in cooperation with the class.
4. Gradually the children will grow independent of cooperation and later in the term should be allowed to arrange their reproductions in orderly arrangement without assistance.

3. ORAL INVENTION: Reaction from "A" I and III.

Outline.

1. Original sentences should be spontaneous; writing on blackboard original sentences after cooperative suggestions for improvement.
2. Translating the picture story into a language story.
3. Oral inventive expression a vital part of language work; the teacher's appreciation of child's originality.
4. Development of personality in self-expression brings ready response in language work.
5. Inventive oral expression should always precede inventive written expression.

Syllabus.

1. Children encouraged but not urged to give original or inventive sentences in their conversation and oral work. Pupils dictate the sentences; before the teacher has written them on the blackboard the class should be asked to offer suggestions as to how the sentences may be improved.

2. Pictures will admirably serve the teacher's purpose in this oral inventive work. Pictures selected should be full of life and action. The pupils translate the picture story into a language story.
3. This beginning of original expression in an oral form is the most vital language work the teacher can undertake. Keen appreciation of every evidence of the pupil's originality will do much to cultivate free, spontaneous self-expression. Every opportunity and incentive should be used to develop the child's self-reliance. He should be given the pleasure of doing things for himself.
4. When his own personality is afforded the chance of self-expression, there can be no question of the response he will make to language work. The lack of appreciation by the teacher and the failure to make the exercise spirited and animated, may often produce a mechanical and lifeless language lesson.
5. Inventive oral expression should always precede any effort to secure inventive written expression.

IV. WRITTEN EXPRESSION.

Outline.

1. Proportion of one written lesson to four oral.
2. Oral expression better adapted to development of language power.
3. Written work extended from one to two or three sentences; copying original sentences as written on blackboard the first step.
4. Written work on blackboard, or at seats, co-operatively with teacher; later in term independently; use of guide words.
5. Written work always an outgrowth of previous oral expression.

Syllabus.

1. The work of the Second B should be largely oral expression; at least in the proportion of four oral lessons to one

written lesson. (Note—In proportion only; oral expression every day and the written work divided among two or three language lessons a week).

2. The main purpose is to develop language power; the greater freedom possible in oral expression will therefore advance the development, where too great reliance on written expression may seriously retard it.
3. The written expression begun in the First A should be continued and gradually extended from one sentence to two or three sentences. The original or inventive sentences as developed on the blackboard in the oral inventive work could be copied by the children as the first step in written expression; also, copy other exercises arranged by the teacher.
4. Later the children may undertake written work on the blackboard and at the desks, but always with the close co-operation of the teacher. Toward the end of the term the class should be able to write, without the teacher's co-operation, two or three related sentences on some given topic. Children should occasionally write original sentences containing given words, related in thought.
5. All written work should be the outgrowth of previous oral work.

C. Technicalities of Expression

I. ARRANGEMENT.

1. Margin at the left in writing sentences.
Call attention, in readers, etc., to indentation at left of groups of sentences constituting a paragraph. Oral paragraphing is referred to in preceding sections under Expression.
2. Headings of written papers: at upper right hand corner—
Grade and Date on separate lines.
3. Title for paper, e. g., Language, in center of page below lines for Grade and Date.

II. TECHNICALITIES OF LANGUAGE.

1. Capitals: Proper names and word "O," first word of line of poetry, months, days of week.
2. Punctuation: Period and question mark at end of sentences. Period after abbreviations. Periods and commas in dates on written papers.
3. Abbreviations: Mr., Mrs., Months, Days of week.
4. Preparation for Dictionary work.
 - a. Mastering of alphabet.
 - b. Further phonetic values.

III. COPYING, DICTATION AND WRITING FROM MEMORY.

Pupils' practice in capitalization, punctuation, and spelling can be secured by copying selections from readers, blackboard, etc. The children's attention should be called to the uses of capitals and punctuation marks assigned to Second B and previous grades.

Short sentences, dictated, which have been previously studied from reader or blackboard, studied for spelling, capitals and punctuation; dictated only once. Pupils examine work for mistakes, correcting their own papers or exchanging papers. Later, same exercise repeated to see what improvement is made. Occasionally short sentences dictated without preparation, but words *should be known or be prepared*.

Occasionally children write short poems which they have memorized.

IV. CORRECT USE.

(In course of preparation.)

Second Grade A

A. Sources of Thought Material— Impression

I. EXPERIENCES OF THE CHILD'S LIFE.

1. PERSONAL.

A. *Home Life.*

1. Choose a home occupation not used in Second B.
2. Home Pets.
3. How I help at home.
4. Any topics suggested in lower grades may be applied to this one.

B. *School Activities.*

1. Holidays.
2. Party, valentine, etc.
3. Relate to physiology, manual training and nature study.
4. School room pets.
5. Our school library.

C. *Street Incidents.*

1. Scissors grinder.
2. Circus day and street parades.
3. Observations for nature study.

2. SOCIAL.

A. *Child's Environment and Relation to Society and Humanity.*

Topics under social experiences are associated with personal experiences.

3. INDUSTRIAL.

A. *Child's Knowledge and Observation of Industries.*

See Manual Training Outline.

4. CIVIC.

See outline in civics and fire drill outline.

II. LITERATURE.

1. POETRY.

Poems to be memorized. (A minimum of three each term).

Do not use poems assigned to a higher grade.

Farewell to the Farm (Stevenson).....	14-74
Foreign Children (Stevenson).....	14-51
Windy Nights (Stevenson).	14-15
How the Leaves came down (Cooledge).....	39-87
Who Stole the Bird's Nest (Child).....	42-26, 1-37
Robin Redbreast (Allingham).	17-54
Wynken, Blynken and Nod (Field).....	17-222, 5-67
All Things Bright and Beautiful (Keble).....	39-77
The Dandelion (Garabrant).	39-103
Piccola (Thaxter).	6-129
Discontent (Jewett).	17-193
October's Party (Song Stories for Little Folks)....	11-208
The Lost Doll (Kingsley).....	17-166
The Violet (Taylor).	34-107

Poems to be Read by the Children or to the Children.

Read and interpret all poems in the list to be memorized and as many as possible of the following:

The Duel (Eugene Field).....	5-3
The Land of Story Books (Stevenson).....	14-93
Seven Times One (Ingelow).....	1-86
The Chicken's Mistake (Carey).....	11-70
A Visit from St. Nicholas (Moore).....	1-73
The Sandman (Vandegrift).	17-228
The Child and the World (Wiggin).....	24-165
So, so, Rock-a-by, So (Field).....	5-29

The Rock-a-by Lady (Field).....	5-2
The Owl and the Pussy Cat (Lear).....	1-121
The Chestnut Burr (Anonymous).....	39-100

2. PROSE.

Stories—(A minimum of three required each term).

Dick Whittington and His Cat.....	34-122
Goody Two Shoes.....	34-138
The Nightingale.....	18-134
The Story of Joseph.....	Bible
Daniel in the Lion's Den.....	Bible
Puss in Boots.....	34-111
The Pied Piper of Hamelin Town.....	19-145
Rumple-Stilts-kin.	35-48
The Cat and the Parrot.....	19-159
The Rat Princess.....	19-163
The Fire Bringer.....	19-168
Fulfilled—A Legend of Christmas Eve.....	19-172
The Golden Windows (Richards).....	44-5, 22-1
The History of Tom Thumb.....	34-34
Saint Valentine.....	42-76
New Year.....	44-67
Babes in the Woods.....	24-96

3. GRADE LIBRARIES

See directions for Second B. The children should know the enjoyment in store for them in Grade Library Books. The habit of using books for the employment of spare minutes can be cultivated in the early grades. Here is the teacher's opportunity of developing a reading habit.

III. PICTURES.

IV. OTHER SUBJECTS OF THE GRADE.

The stories and poems of the grade readers and some of the drawing lessons are available for lessons in conversation or reproduction.

Oral reproduction of a reading lesson, if the reading period is lengthened to secure reproduction, may be considered as part of the day's language period in the daily program. The class benefits by the keener interest while the story is fresh in their minds.

B. Reactions from Thought Material— Expression

I. EXPRESSION THROUGH COLOR, INK AND SCISSORS.

Occupation work through these media is a valuable factor in self-expression, if, and only if, it expresses the child's own thought. To the child, color, ink and scissors are natural and spontaneous forms of self-expression. The chief value of these media of expression lies in the freedom allowed the child, and consequently it cannot be considered or criticized from an artistic standpoint.

This occupation work is therefore recommended in the primary grades as a medium of self-expression, with the distinct provision that it shall be used only for language purposes. Always allow the child to express his own thought, and to express it unhindered by too exacting artistic limitations.

II. EXPRESSION THROUGH DRAMATIZATION.

Dramatic imitation is a spontaneous instinct in a child's nature. Thought in the child's mind tends to express itself in action. Dramatization is the activity side of language work and should therefore be freely used in the primary grades.

The aims in dramatization should be:

1. To afford the child this natural medium of self-expression.
2. To cultivate the imagination, leading to the power of constructive imagination.

When a child enters the world of imagination so completely as to lose account of his own personality and all reality, he enters a new and wonderfully rich experience; his constructive imagination brings to him an expansion of his own personality.

A few children have dramatic talent but all children have dramatic instinct. Dramatization in any grade should never serve the few with dramatic talent but stimulate the dramatic instinct of all. Unimaginative and unexpressive children most need this form of self-expression.

The selections for dramatization in the class room should always be simple; never the ornate, costumed exhibition justifiable only for a special school entertainment.

In the first grade, dramatization takes the form of action reading. Here the child's interest is in words which express action; let the action accompany the word. Later in the first grade very short stories full of action should be dramatized.

In the second grade, dramatization should be confined to short stories or dialogues.

In the third grade, longer units may be used, involving more children.

Whenever a story or scene has been played several times and ceases to arouse spontaneous response, it has served its purpose and new material should be found. The purpose of this form of self-expression is defeated, if the dramatization is repeated until it approximates a form suitable for public exhibition. Freedom and spontaneity of expression are its only justification for use in a school room.

III. ORAL EXPRESSION.

1. CONVERSATION: Reactions from "A" I.

Outline.

1. Sources of topics.

2. Coherence and sequence in conversation; pupils take the larger share in conversation.
3. Teacher's plan of questions to add vitality and to prevent aimless wandering from topics.

Syllabus.

1. The topics for conversation should be practically inexhaustible, if the whole range of the children's experience, observation and knowledge is drawn upon. Frequently the class will themselves suggest topics which will develop into good conversation lessons.
2. To a greater degree than in previous grades, children should be coherent; keep to the topic; maintain the sequence of time and event; and observe closely. The desire for form should never, however, check free, spontaneous expression. As far as possible, let the children do all the talking; the teacher taking the role of sympathetic audience, inspiring the speakers to their best efforts by words of appreciation and timely assistance.
3. The conversation lesson should never be allowed aimlessly to drag along to no destination. A definite plan of questions to keep the conversation to the topic will produce a lesson full of life and ready response from the children. As soon as the interest begins to fail, the topic has served its purpose and another topic should be taken.

2. ORAL REPRODUCTION: Reactions from "A" II and IV.

Outline.

1. Progressive steps in reproduction.
2. Organization of parts of a reproduction the first step in oral paragraphing.

Syllabus.

1. Reproduction should proceed event by event. One pupil may give one or two events, then another the next

one or two events in order, and so forth. Finally, the whole reproduction, if not too long, should be given by one pupil. Later in the term, pupils give several events or steps of the reproduction, thus increasing their power of connected and logical reproduction.

2. When a pupil is organizing, in logical order, the parts of a story or his fund of facts upon a given topic, he is taking the first conscious steps toward paragraphing.

3. ORAL INVENTION: Reactions from "A" I and III.

Outline.

1. Teacher's appreciation of every evidence of the children's originality of expression.
2. Original sentences dictated by class written by teacher on blackboard.
3. Use of pictures.
4. Mental pictures from suggestive phrases given by teacher.

Syllabus.

1. Every indication of the child's originality should receive the teacher's keenest appreciation. The original or inventive oral expression lessons will be full of interest and enthusiasm if the children's personalities have the opportunity to express themselves freely and spontaneously.
2. Original sentences, dictated by the children, after they are discussed and criticized by the children cooperatively with the teacher, may be written by the teacher on the blackboard. The class, in cooperation with the teacher, suggest further improvement in the sentences and the proper arrangement of the sentences to express a logical order of thought. The sentences as finally developed, with happy, original expressions, pleasing fancies, accurately expressed thought, all in proper

order and sequence, may be used as a copying exercise for the entire class.

3. Pictures furnish the best material for inventive expression and for imaginative language work. To translate the picture story into a language story develops power of analysis.
4. The children will also readily respond to the production of a mental picture, through a synthetic process, by suggestive words or phrases from the teacher, e. g., the teacher writes on blackboard:—dog—running along dusty road—tongue hanging out—boy—barefooted—pail of berries. From these suggestions, the pupils develop a story and as a last step find a subject for their mental picture, e. g., “A Hot Summer’s Day.”

IV. WRITTEN EXPRESSION.

Outline.

1. Proportion of one written lesson to four oral.
2. Written work an outgrowth of oral.
3. Late in term independent written work in reproduction and original expression.
4. Sequence of expression; indentation.
5. Use of guide words.

Syllabus.

1. The work of the Second A should be largely oral; at least in the proportion of four oral to one written lesson. (Note—in proportion only; oral expression every day and the written work divided among two or more language periods a week). This proportion may be slightly increased later in the term at the teacher’s discretion.
2. The written work should always be the culmination of previous oral expression. As a first step, children copy from the blackboard their own original sentences developed in Oral Invention, or copy other exercises arranged by the teacher.

3. Later, children write a few sentences of their own in reproduction and finally independent original sentences on a topic previously developed in oral work. For the written work, four or five sentences should be the maximum requirement.
4. The same sequence of thought and development of topic in proper order should be obtained as in oral expression. Indentation at the left of groups of sentences constituting a paragraph is part of the technical work of the Second A and should be applied in the written exercises.
5. Guide words may be used late in the term for written expression, but such words should be carefully related in thought and logical in order; e. g., farmer—horse—wagon—load—market.

C. Technicalities of Expression

I. ARRANGEMENT.

The work in indentation and headings of written papers continued from Second B. The children should have clear, bold spacing and arrangement in their written work.

Let margins be carefully kept:

1. Quarter-inch margin on right of page.
2. Inch margin on left of page.

Each written paper should have a concise but accurately descriptive title.

II. TECHNICALITIES OF LANGUAGE.

1. Capitals; review First Grade and Second B—State, city, streets.
2. Punctuation; review Second B.
3. Abbreviations: N. Y., St., Ave., P. O., Months, Days of week.
4. Preparation for Dictionary work.

a. Review Alphabet.

b. Arrangement in alphabetical order of familiar words having different initial letters.

III. COPYING, DICTATION, AND WRITING FROM MEMORY.

All the work of the Second B continued.

The children should copy a model language, number, or spelling lesson from blackboard to practice headings and margins. Copy other selections to fix habits of proper margins.

Short poems may occasionally be written from memory.

IV. CORRECT USE.

(In course of preparation).

Third Grade B

A. Sources of Thought Material— Impression

I. EXPERIENCES OF THE CHILD'S LIFE.

Introduction.

The development of every healthy normal child shows that the experience of a child at a given age is fundamentally the experience of every other normal child at that age. Any attempt to force a child to stay in a given circle of experience after he has outgrown it, or to force him into experiences for which he is physically and mentally not ready, is to court discouragement and waste valuable time and effort both for teacher and child.

At the age of 8 or 9 years children of the third grade are full of desire for self-expression. Their days are one round of some form of activity, whether at home, on the street or at school. Here, however, we find the children regarding their work and play with a more critical eye than before. They realize their own power. Their work must be a more finished product than in the second grade. With this realization comes a growth in individual responsibility and self-control. They delight in orderly ways and in co-operating with pupils and teacher. We hear "our room" now substituted for "my room" of the past. The social instinct is growing. There is joy in working together.

Note:—Because of the great differences in the home environment of the various localities in our city, the experiences of the children are naturally varied. Each locality, therefore, suggests topics which another locality would not use.

1. PERSONAL.

A. *Home Life*—

(Special emphasis upon co-operation).

Helpfulness in the home.

1. How can I help mother?
2. How can I help father?
3. How can I help sister and brother?
4. Care of the home.
5. Care of the garden and yard.
6. Baby's birthday or mother's birthday.
7. The physiology outline presents opportunity for talks about what we should do at home to properly prepare for school—care of hair, bath, etc.
8. Care of a home pet.
9. Rainy days at home.

B. *School Activities*—

1. Description of games. (See physical training outline).
2. Care of our room:
 1. My desk.
 2. My books.
 3. Our aisle.
 4. My blackboard work.
 5. Our occupation table.
 6. Our blackboard.
 7. Our plants (see nature study).
 8. Our canary bird or gold fish.
3. What can we do to help the janitor?
4. "Many hands make light work."
5. Holidays.
6. A class party where parents are invited, or another

class entertained, gives excellent material for conversation.

C. *Street Incidents.*

1. Relate to Geography and Nature Study.
 - a. Weather.
 - b. Weather vane.
 - c. Wind.
 - d. Protection of birds.
2. A talk about the Humane Society, leading up to "What shall we do for unfortunate animals found on the street?" (cat, dog).
3. What games we like to play.
4. How can we help make our street clean?

D. *See Course in Nature Study.*

2. SOCIAL.

The topics under social experiences are combined with the personal in this grade.

3. INDUSTRIAL.

See Manual Training and Geography outlines.

4. CIVIC.

See outline in Civics, and Fire Drill outline.

II. LITERATURE.

1. POETRY.

Poems to be memorized (a minimum of three each term).

Do not use poems assigned to a higher grade.

Answer to a Child's Question (Coleridge).....1-65

Little Dandelion (Bostwick).....1-83

Marjory's Almanac (Aldrich).....42-68, 17-3

My Bed is a Boat (Stevenson).....14-57

One, Two, Three (Bunner).....28-48, 39-96

The Snow Drop (Tennyson).....1-105, 39-162

The Spider and the Fly (Howitt).... .34-58, 39-163

Young Night Thoughts (Stevenson).....	14-7
Where Go the Boats (Stevenson).....	14-24
The Wind (Stevenson).....	42-84, 14-45
October's Bright Blue Weather (Jackson).....	39-265
Good Night and Good Morning (Houghton).....	17-136
Seven Times One (Ingelow).....	17-133
September (Jackson).....	39-257
The Dandelion (Garabrant).....	39-103
Windy Nights (Stevenson).....	14-15
What the Winds Bring (Stedman).....	17-29
My Shadow (Stevenson).....	14-32
The Swing (Stevenson).....	14-62
Pippa Passes (Browning).....	28-16, 17-29
Poems to be read by the children, or to the children. Read and interpret all poems in the list to be memorized and as many as possible of the following:	
A Boy's Song (Hogg).....	1-85
The Wise Fairy (Cary).....	28-78
Little Gustava (Thaxter).....	28-35
Discontent (Jewett).....	1-123

2. PROSE.

Stories. (A minimum of three required each term.)

The Burning of the Rice Fields.....	19-179
The Cat, the Monkey and the Chestnuts.....	47-148
The Country Maid and Her Milk Pail.....	20-183
The Fire Bringer.....	19-168
The Gold in the Orchard.....	18-194
The Little Hero of Harlem.....	19-239
Pandora's Curiosity.....	41-223
The Story of David.....	Bible
The Talkative Tortoise.....	18-165
The Wolf and the Crane.....	20-10
The Sailor Man.....	19-201
The Story of Jairus's Daughter.....	19-203
The Frog Prince.....	35-12
The Brave Tin Soldier.....	35-16
The Golden Goose.....	35-21

Mrs. Red Wing's Speckled Egg.....	46-4
How Reddy Fox Was Surprised.....	46-21
Reddy Fox Goes Fishing.....	46-55
Billy Mink's Swimming Party.....	46-75
The Tale of Tommy Trout.....	46-149
Mr. Fox and the Turkey Tree.....	47-139
The Story of Christina's.....	24-101
Little George Washington.....	24-115

3. GRADE LIBRARIES.

The teacher should emphasize high ideals of character, not by preaching but by questions and discussions with the pupils.

Children will tell about the characters they like best and the lines of action they think good. Certain qualities of fine character may be noted, and the results of action good and bad discussed.

Children should be encouraged to draw books for home use and to employ spare minutes in school in reading. The enjoyment in store for children who employ reading to fill in unoccupied time will be appreciated by them.

The value of forming a reading habit will not be evident until later in life. Many a boy or girl who has formed the habit of good reading will thus escape the dangers that often lurk in various forms of amusement and recreation.

III. PICTURES.

IV. OTHER SUBJECTS OF THE GRADE.

The stories and poems of the grade readers and the stories of local Geography and History are available for lessons in conversation or reproduction. The topics selected from these subjects for expression work should be limited to some particular item, e. g., The first school in Rochester, the Upper Genesee Falls, the Indian Trail, etc. In the language lesson, the topic may be extended beyond the limits set during the other recita-

tion, to include all items of information and points of interest which the children can gather. The introduction of new information will add fresh interest.

Oral reproduction of a reading lesson, if the reading period is lengthened to secure the reproduction, may be considered as part of the day's language period in the daily program. The class benefits by the keener interest, while the story is fresh in their minds.

B. Reactions from Thought Material— Expression

I. EXPRESSION THROUGH COLOR, INK AND SCISSORS.

II. EXPRESSION THROUGH DRAMATIZATION.

Selections for dramatization should be simple and easily adapted to dramatization. Not even in the Third Grade should dramatization approximate a finished production. Frequent dramatizations of a variety of selections will do more to promote the pupil's power of self-expression and to stimulate the latent dramatic instinct of unimaginative children than continued drill upon one selection. Drill in dramatization is justifiable for one purpose only—a school entertainment.

III. ORAL EXPRESSION.

1. CONVERSATION: Reactions from "A" I.

Outline.

1. Greater accuracy in conversation.
2. Fewer topics more thoroughly treated—Extended beyond pupil's present information.
3. Coherence and logical order.
4. Children, the active participants—The teacher, the guide in control of conversation.

Syllabus.

1. The children should continue their conversation exercises. The conversation lessons of the First and Second Grades will have trained, in some degree, the children's power of observation. The teacher of the Third Grade has the opportunity to develop in her class greater accuracy in observation.
 2. Fewer topics, more thoroughly treated, should be the aim of the Third Grade. Children should be led to see that a few evident observations do not dispose of the given topic; that superficial observations do not reveal the greater possibilities and the richer treasures in the topic under discussion. A definite plan of questions will lead the class into unexplored fields, yet directly related to their lives.
 3. The children should be not only thorough and accurate in their conversation lessons but also coherent; they should keep to the topic, maintain the sequence of time and event and arrange their facts in logical order.
 4. Except by questions to prevent wandering from the topic, the teacher will merely guide the conversation by timely assistance and words of appreciation to inspire the children to their best efforts. This will assure that the children do the talking. They will grow in the power of self-expression through active participation in the conversation.
2. ORAL REPRODUCTION : Reactions from "A" II and IV.

Outline.

1. Reproduction of a few only of stories read or told.
2. Stories studied for plot and order of events.
3. Teacher and pupils alternately reproduce.
4. Questions to guide reproduction.
5. Independent reproduction of short stories.
6. Proper sequence—a preparation for later paragraphing.

7. Interval of day between reading or telling of story and its reproduction. Discussion of story prior to reproduction.
8. Guide words in groups.

Syllabus.

1. Short, simple stories, read by the children or told by the teacher, are suitable for reproduction. To derive the greatest benefit from the stories, the child must be eager for the story itself. If he feels that every story, read by himself or told by the teacher, must be reproduced, it will destroy his pleasure in the thought and imagery, because his mind is concentrated on the form and the plot.
2. Only such stories should be chosen for reproduction as are plainly adapted for reproduction; which the children have shown a particular fondness for; and which they would enjoy reproducing because of their pleasure in the story. Preceding the reproduction the stories should be carefully worked over for plot and order of events.
3. Frequently in reproduction the teacher may begin the story, leading up to a point of interest; a child tells an interesting event and then the teacher resumes the reproduction to another point of interest; another child tells this event and so forth through the story. The children will clearly see the logical sequence of events and will be able later to reproduce the entire story fluently and in proper order.
4. The teacher may ask questions which bring out the story in logical order. Occasionally some child may ask the questions of the class; this assures concentration and clear thinking.
5. If the story is short and well known by the children, they can tell the story freely and without suggestion or direction; each child gives two or more events so long as he reproduces the logical order of the story and keeps

to the facts; the other children interrupt only when the reproduction wanders from the fact or logical sequence of events.

6. When the class are thus organizing in proper sequence the parts of a story or their fund of facts upon a given topic in conversation, they are laying the foundation for later paragraphing in written expression.
7. It is usually advisable to allow a day to elapse between the first reading or telling of a story and the reproduction, during which time the story should be discussed and definitely fixed in the pupils' minds.
8. Guide words may frequently be placed on the blackboard to guide the children in their reproduction. These should be arranged in groups; the guide words of each group relating to one event. This will indicate sequence in reproduction and develop a proper sense of paragraphing.

3. ORAL INVENTION: $\left\{ \begin{array}{l} \text{Reactions from "A" I and III.} \\ \text{Resultant of Conversation.} \end{array} \right.$

Outline.

1. Material developed in conversation available for sustained oral expression in presence of others.
2. Appreciation of children's originality.
3. Original sentences dictated by pupils and written on blackboard by teacher.
4. Use of pictures—mental pictures.
5. Inventive expression—not an invention of ideas—but inventiveness of self-expression.
6. Growth of power, first through reproduction, second through inventive expression.
7. Greater interest, an inherent quality of inventive expression.

Syllabus.

1. Topics orally discussed and developed in the conversation exercises furnish material already prepared for the

more sustained and longer efforts in oral invention and for training in speaking in the presence of others. Topics other than those used in conversation should, however, frequently be chosen for the greater interest in new material which new topics will offer.

2. The teacher should show keen appreciation of each child's originality.
3. The original sentences dictated by the children, discussed and criticized by the class in co-operation with the teacher, and written by the teacher on the blackboard, furnish the foundation for the Third Grade B.
4. Pictures supply excellent material for original, inventive expression. The mental pictures developed from suggestive phrases given by the teacher on the blackboard will arouse intense interest, e. g., the teacher writes on the blackboard: An old man—heavy bundles—a crowded street—one kind-hearted boy—the old man helped across the street—his thankfulness. From these suggestions the children develop a story and select a name for their completed mental picture.
5. The act of inventive expression, in the early grades, is merely the process of putting together, in a new way, ideas which the child's mind has previously received. The child's ideas have their origin in his own experience or in another's suggestion; his vocabulary has been previously determined by his reading, reproduction of stories and his environment; his inventiveness shows itself in the form of original expression. His creative or inventive effort lies in giving expression to his own personality or his own personal, individual ways of expressing ideas already received. His creative effort, therefore, based upon little experience, must be weak and ineffective.
6. The child's power of expression should first be developed by oral reproduction based upon poems, stories and other thought material. Then will come, second in

order, expression based upon the child's own experience with persons and things.

7. The second form of expression will be more spontaneous than that based upon ideas which come to the child indirectly. When children are telling something in which they have had an active part, the teacher is securing real self-activity and real inventiveness in self-expression.

IV. WRITTEN EXPRESSION.

The work of Third B should be largely oral. The proportion between written and oral expression should be only slightly in excess of one written lesson to four oral. (Note—in proportion only). Oral expression should be part of every day's language lesson and written expression divided among two or three language lessons a week and then for a brief portion of the period.

1. WRITTEN REPRODUCTION: $\left\{ \begin{array}{l} \text{Reactions from "A" II and IV.} \\ \text{Resultant of Oral Reproduction.} \end{array} \right.$

Outline.

1. A few only of stories orally reproduced written.
2. Copying exercise of one and later two paragraphs of story orally reproduced and written by teacher on blackboard.
3. Dictation of oral reproduction in one and two paragraphs.
4. Independent reproduction of short and simple story.
5. Use of guide words in groups preparatory to paragraphing.
6. In written reproduction, one paragraph required at first, two paragraphs toward end of term.

Syllabus.

1. Written reproduction should be the outgrowth of oral reproduction. An attempt to reproduce in written

form every story orally reproduced would be disaster for the child's love of oral reproduction, if not for all other forms of expression.

2. The first step may be a copying exercise from the blackboard of one paragraph, based upon a group of words, written by the teacher as the children give the oral reproduction; then, copying of two related paragraphs, similarly reproduced.
3. Dictation of first one paragraph, then of two related paragraphs, also based on oral reproduction, should follow the copying exercises.
4. Later, a story, short and simple, in which much interest has been manifested, and which has been carefully reproduced orally, may be attempted for written reproduction.
5. The use of guide words will assure a logical order of thought; grouping these guide words will naturally suggest paragraphing. Instructions in the form of paragraphing will first be given in the Third Grade B. Pupils have been prepared for such instruction previously by oral paragraphing and by indentation at the left of groups of sentences.
6. At the beginning of the term one paragraph only should be required in a written reproduction. If a reproduction involves more than one paragraph the separate paragraphs should be assigned to different groups of children. For this written work four or five sentences should be the maximum requirement. Toward the end of the term two paragraphs may be required, with two groups of guide words to suggest the two paragraphs and the proper sequence of sentences in each paragraph.

2. WRITTEN INVENTION: { Reactions from "A" I and III.
 } Resultant of Oral Invention.

Outline.

1. Copying of original sentences, dictated and written on blackboard.
2. Writing of one and later of two paragraphs on topic developed in conversation and reproduction.

Syllabus.

1. Occasionally the children should copy from the blackboard the sentences dictated by them and written on the blackboard by the teacher after co-operative corrections and alterations during the oral development of the topic.
2. The written inventive paragraph should be the outgrowth of previous oral work. After copying their original sentences from the blackboard the children should write an original paragraph, based upon guide words, or a topic already familiar through oral development. The same procedure should be followed as in written reproduction,—one paragraph followed later by two, based upon groups of guide words.

C. Technicalities of Expression

I. ARRANGEMENT.

1. The sentence should be restricted, except where unavoidable, to the simple form of sentence. The complex and compound sentences are too involved for this grade. The excessive use of “and” and “but” should be avoided.
2. Indentation in paragraphs in written work should consist of attention to paragraphs in readers, etc. Children may then copy short paragraphs, and, following this, take short paragraphs by dictation. New words should be placed on the blackboard or, prior to the dictation, the spelling should be studied. After models are thus placed before the class, indentation of paragraphs should be applied in all written papers.

3. Occasionally guide words arranged in groups should be used to indicate sequence of sentences and paragraphs.
4. The headings and margins in the Second Grade have included:
 - a. Grade and date on separate lines.
 - b. An accurately descriptive title, which should be centered on the page in the line next to the date.
 - c. Inch margin on left of page.
 - d. Quarter inch margin on right of page.

The Third Grade should extend this work to include:

- a. One blank line between the title and the first written line of the paper to assure the clear, bold spacing which is always attractive.
- b. Half-inch margin at the bottom of the page.
- c. Indentation of paragraphs.

II. TECHNICALITIES OF LANGUAGE.

1. Capitals.
 - a. Review of proper names, first word of line of poetry, months, days of week, state, city, streets.
 - b. Initials.
2. Punctuation.
 - a. Period with abbreviations in number work and with initials.
 - b. Hyphen in compound words and at end of the line to show separation of syllables.
3. Abbreviations.
 - a. Review of Second Grade.
 - b. Abbreviations in number work.
4. Preparation for Dictionary Work.
 - a. Review and continuation of previous work.

III. COPYING, DICTATION AND WRITING FROM MEMORY.

Copying continued to furnish models in paragraph indentation, in headings, title margins of written papers and in the new work of technicalities.

Dictation exercises should be frequently used, placing on the blackboard words which the children cannot spell. Dictation is an invaluable aid in acquiring the ability to use language forms readily and correctly and in testing accuracy in technicalities. It should follow a copying exercise. Its value lies chiefly in the fact that it releases the child's mind from attention to the content and enables him to concentrate on the technical forms. When proper forms are fixed by copying and dictation they should be applied in all written papers.

Short poems may occasionally be written from memory for practice in capitals and punctuation.

IV. CORRECT USE.

(In course of preparation.)

Third Grade A

A. Sources of Thought Material— Impression

I. EXPERIENCES OF THE CHILD'S LIFE.

Introduction.

The development of every healthy normal child shows that the experience of a child at a given age is fundamentally the experience of every other normal child at that age. Any attempt to force a child to stay in a given circle of experience after he has outgrown it, or to force him into experiences for which he is physically and mentally not ready, is to court discouragement and waste valuable time and effort both for teacher and child.

At the age of 8 or 9 years children of the third grade are full of desire for self-expression. Their days are one round of some form of activity, whether at home, on the street or at school. Here, however, we find the children regarding their work and play with a more critical eye than before. They realize their own power. Their work must be a more finished product than in the second grade. With this realization comes a growth in individual responsibility and self-control. They delight in orderly ways and in co-operating with pupils and teacher. We hear "our room" now substituted for "my room" of the past. The social instinct is growing. There is joy in working together.

Note;—Because of the great differences in the home environment of the various localities in our city, the experiences of the children are naturally varied. Each locality, therefore, suggests topics which another locality would not use.

1. PERSONAL.

A. *Home Life.*

(Special emphasis upon co-operation.)

Helpfulness in the home.

1. How can I help mother?
2. How can I help father?
3. How can I help sister and brother?
4. Care of the home.
5. Care of the garden and yard.
6. Baby's birthday or mother's birthday.
7. The physiology outline presents opportunity for talks about what we should do at home to properly prepare for school—Care of hair, bath, etc.
8. Care of a home pet.
9. Rainy days at home.

B. *School Activities.*

1. Description of games.

(See physical training outline.)

2. Care of our room.

1. My desk.
2. My books.
3. Our aisle.
4. My blackboard work.
5. Our occupation table.
6. Our blackboard.
7. Our plants. (See Nature Study)
8. Our canary bird or gold fish.

3. What can we do to help the janitor?

4. "Many hands make light work."

5. Holidays.

6. A class party where parents are invited, or another class entertained, gives excellent material for conversation.

C. *Street Incidents.*

1. Relate to Geography and Nature Study.

a. Weather.

b. Weather vane.

c. Wind.

d. Protection of birds.

2. A talk about the Humane Society leading up to "What shall we do for unfortunate animals found on the street?" (Cat, dog.)

3. What games do we like to play?

4. How can we help make our streets clean?

D. (See Course in Nature Study.)

2. SOCIAL.

The topics under social experiences are combined with the personal in this grade.

3. INDUSTRIAL.

See Manual Training and Geography outlines.

4. CIVIC.

See outline in Civics and Fire Drill outline.

II. LITERATURE.

1. POETRY.

Poems to be memorized. (A minimum of three each term.)

Do not use Poems assigned to a higher grade.

Ariel's Song (Shakespeare).....35-137, 39-78

Fern Song (Tabb).....17-90

Hiawatha—Selections (Longfellow).....7-140

The Kitten and the Falling Leaves (Wadsworth)..17-121

Norse Lullaby (Field).....5-42, 39-139

Sweet and Low (Tennyson).....11-302, 39-145, 17-227

The Brook (Tennyson).....39-235

Robert of Lincoln (Bryant).....35-25, 39-207

The Village Blacksmith (Longfellow).....39-227

The Wonderful World (Rands).....17-27

The Owl and the Pussy Cat (Lear).....	17-201
The Rock-a-By Lady (Field).....	5-2
To a Butterfly (Wordsworth).....	1-88, 39-146
The Tree (Bjornsen).....	39-181, 1-89, 17-102, 11-26
A Visit from St. Nicholas (Moore).....	1-73, 39-127
The Voice of the Grass (Howitt).....	11-22, 39-229
Wishing (Allingham).....	39-187, 1-82, 17-127
Poems to be read by the children, or to the children. Read and interpret all poems in the list to be memorized and as many as possible of the following:	
Fairies of the Caldon Low (Howitt).....	39-148, 17-209
Foreign Lands (Stevenson).....	39-85, 14-13
The Sandman (Vandegrift).....	17-228
A Child's Thought of God (Browning).....	39-126
The Barefoot Boy (Whittier).....	39-211
What the Burdock Was Good For (Anon).....	39-185
A Night With the Wolf (Taylor).....	28-113
Hiawatha Sailing (Longfellow).....	28-132
The Good Little Sister (Cary).....	28-123
Spring Time (Dayre).....	42-88

2. PROSE.

Stories. (A minimum of three required each term.)

The Ugly Duckling.....	35-36, 28-140
Aladdin and His Wonderful Lamp.....	35-117
Cupid and Psyche.....	41-113
Fulfilled	19-172
The Gulls of Salt Lake.....	18-129
The Pied Piper of Hamelin.....	19-145
The Story of Samuel.....	Bible
Little Daylight.....	19-186
Hokey Pokey.....	44-106
The Naughty Comet.....	44-137
How Sammy Jay Was Found Out.....	46-97
The Gray Cat's Tricks.....	47-31
The Circus Parade.....	47-78
The Wax House.....	47-103

Moufflou	24-59
Great George Washington.....	24-123

3. GRADE LIBRARIES.

In the use of the Third A Grade Library the teacher should aim toward the high ideals of character and the habit of good reading mentioned in Third B.

III. PICTURES.

IV. OTHER SUBJECTS OF THE GRADE.

See Third Grade B Outline, substituting for the stories from local Geography and History material selected from the Geography and History of New York State.

B. Reactions from Thought Material— Expression

I. EXPRESSION THROUGH COLOR, INK AND SCISSORS.

II. EXPRESSION THROUGH DRAMATIZATION.

See Suggestions in Third Grade B.

Selections for dramatization should be longer than in previous grades, involving more children in this activity side of language work. The same effort should be continued in Third A as in Third B to arouse unimaginative children and to stimulate the dramatic instinct of all children.

Repetition of the same dramatization soon ceases to appeal to the imagination and becomes a painstaking effort to perfect the dramatization. When a story or scene has been played several times it has served its purpose. A new story will make a fresh appeal to the children's imagination.

Dramatization in the Third A may gradually take the form of reading of "parts" in selections from the readers and appropriate books of short plays.

A single dramatization may be given by members of the class in another grade room. This should not, however, be perfected for public exhibition, but may be repeated as given in pupils' own grade room.

III. ORAL EXPRESSION.

1. CONVERSATION: Reactions from "A" I.

Outline.

1. Few topics fully developed.
2. Investigating a topic beyond the pupils' present knowledge is an important factor in their training.
3. Conversation on separate topics continued over successive lessons.

Syllabus.

1. The children of the Third A will be as eager to talk with their teacher about their experiences and topics related to their direct observation and knowledge as in former grades. Each topic, assigned by the teacher or suggested by the children for conversation, deserves now to be more fully treated, because the children are growing in experience, in knowledge of the life about them and in the power of close observation.
2. Superficiality in treating a topic, of which their minds are eager to know fully, will lead directly to superficial habits of mind. A few topics thoroughly treated should be the aim of Third A. Questions from the teacher, extending to the limitations of the topics, fixed by the children's experience, will arouse their curiosity to know more and develop a habit of thoroughness. Arousing in the child's mind a desire to look carefully and fully into the topic of conversation will ultimately prove to be an invaluable contribution to his proper mental training. Every child will take positive joy

in the revelation of new meanings in familiar subjects, and his interest is assured because the appeal is made to his unquenchable curiosity.

3. It may frequently be advisable to continue the conversation through several short periods on successive days; meanwhile the children are asking questions and have the added pleasure of making new contributions to the gradual development of the topic under conversation.
2. ORAL REPRODUCTION: Reactions from "A" II and IV.

Outline.

1. Short stories easily analyzed selected for reproduction.
2. Teacher and pupils reproduce alternately.
3. Use of questions to guide reproduction; independent reproduction by pupils cooperatively with one another.
4. Occasional use of guide words in groups.
5. Appropriation of words of original story to enlarge vocabularies.

Syllabus.

1. The stories chosen for reproduction should be short, with successive steps or events easily distinguishable by the children. Only a few of the stories, read by the pupils or told by the teacher, should be selected for oral reproduction.
2. The teacher may lead the reproduction to a point of interest, particularly in the longer story, allowing some child to reproduce the event, then resume the reproduction to another interesting event of the story which another child reproduces, and so forth through the story. The children will see the logical sequence of events and are better able later to reproduce the story unaided.
3. Frequently questions by the teacher or one or two children will develop the reproduction in the proper order of events. When the children are thoroughly familiar

with the story, the teacher will prefer to merely guide the reproduction, allowing the children to correct one another in statement of fact and order of events. Such active participation by the children in oral reproduction affords the richest opportunity to train them to concentration and self-reliance.

4. When guide words are used in oral reproduction, they should be grouped to indicate the proper sequence of time and event in the sentences, and to show the proper oral paragraphing. Guide words, however, should not invariably be used; they are means of help which, if always used, would suppress independent reproduction.
5. New words, used by the children in reproduction, should be added to their vocabulary by study of spelling, pronunciation and meaning. The more apt words and the nicer phrases of the original stories should be called to the children's attention and appropriated by them in their efforts to express ideas which the story has developed.

3. ORAL INVENTION: (Reactions from "A" I and III.
) Resultant of Conversation.

Outline.

1. Topics of conversation lessons used in oral invention.
2. Original sentences placed on blackboard after co-operative corrections have been made.
3. Use of pictures for oral invention.
4. Suggested plan for mental pictures.
5. Purpose of inventive expression.
6. Reproduction and invention distinguished.
7. Ultimate aim in invention is the development of the child's personality.

Syllabus.

1. The topics developed in the conversation lessons may be used for the longer and more sustained effort in oral in-

vention and for training in individual power to speak in the presence of others. New topics, not treated in a conversation period, will introduce fresh interest in the oral inventive work.

2. The best original sentences given by the children, in the topics developed in conversation or in the new topics chosen for oral invention, may be placed on the board by the teacher after corrections and alterations are made co-operatively by teacher and class. A sentence should not be written on the blackboard until superfluous words are omitted and other evident violations of sentence structure have been corrected. These sentences should then be studied for order in thought and arrangement into paragraphs, and finally copied as the first step in inventive written expression.
3. Pictures should be freely used in oral inventive expression. The power of analysis developed by the use of pictures is an important corollary to the work of original expression. As in conversation, the translation of the picture story into a language story should be thoroughly made in order to prevent a superficial attitude of mind.
4. *The Mental Picture* developed by suggestive words and phrases written on the blackboard affords an excellent method of creating interest in inventiveness of expression, e. g., the children develop a story and finally name the mental picture suggested by the following: a farmer's field—harvesting the crops—the many colored leaves—open chestnut burrs—squirrels gathering nuts.
5. In oral inventive expression of this grade the purpose is not to create new ideas but to embody an idea, already received in the child's mind, in original sentences. By this means the child's power of self-expression is given an opportunity to expand, and his individuality of thought and expression is afforded a chance to grow.

6. He grows in the use of vocabulary and correct language more rapidly in reproduction; but his self-expression and his interest would be dwarfed by exclusive reproduction. The child's natural interest is greater in inventive expression. If he is telling something which has not been told before and in which he had an active part, his self-activity and self-expression induce a pleasure and satisfaction which reproduction can never give him.
7. His inventive expression will be full of inaccuracies, judiciously eliminated by his teacher; his efforts in oral expression will be comparatively weak and ineffective, which his teacher accounts for by his age and inexperience; and criticism upon criticism could be heaped upon his best endeavors, which his teacher, in sympathetic understanding, does not offer except in encouraging suggestion. But the child's inherent desire to express himself is granted him; his self-reliance in his own power of self-expression is established; and his perfectly natural wish to reveal his own personality is fulfilled.

IV. WRITTEN EXPRESSION.

The emphasis in expression work of the Third Grade A, as in the previous grade, should be on oral expression. The proportion of four oral lessons to one written should be maintained unless, in the teacher's judgment, the children show evidence of a strong language power in written expression. Oral expression may be part of each day's language lesson, and the written expression may be divided among two or three language periods a week for a short portion of each period.

1. WRITTEN REPRODUCTION: { Reactions from "A" II and IV
 { Resultant of Oral Reproduction

Outline.

1. Written reproduction an outgrowth of oral reproduction.

2. Appropriating words and phrases of the original.
3. Reproduction of longer stories divided among groups of the class.
4. Use of guide words in groups.
5. Suggestive plans.
 - a. Copying exercise.
 - b. Dictation exercise.
 - c. Repetition of copying and dictation.
 - d. Independent reproduction of short stories.
 - e. Reproduction of stories of former grades reviewed.

Syllabus.

1. Written reproduction of a story or poem naturally follows the oral reproduction of the same story. Not every story read or told in class should be orally reproduced and only those in which the children have taken eager interest should be reproduced on paper.
2. In every instance new words should be learned by the children or written on the blackboard. They should be urged to appropriate the words and phrases of the original, thus augmenting their vocabularies and developing a power of expression through imitation of good models.
3. If the story orally reproduced involves too much written work for written reproduction it may be divided into sections among different groups of the class; each group will contribute its share toward the whole reproduction, incidentally involving the groups of the class in comparative excellence; at a second writing each group may write upon a section reproduced by another group at the first writing.
4. Guide words in groups should be employed, particularly in the longer reproductions, to direct the children in logical sequence of sentences and division into paragraphs.

5. The following plans may be found helpful:

- a. Copying exercise of one or two paragraphs based upon groups of guide words if the teacher finds the guide words necessary; these paragraphs should be written upon the blackboard as the children give the oral reproduction and then copied by the class.
- b. Dictation of one or two paragraphs in language of the original story. Dictation of a reproduction prepared by some child and corrected by the teacher independently of the rest of the class.
- c. The same exercises of copying and dictation repeated, increasing the length of the reproduction to three or four paragraphs.
- d. Reproduction of a short and simple story which has been easily reproduced orally by all the class.
- e. Reproduction of stories of former grades which are first reviewed in oral reproduction.

2. WRITTEN INVENTION: { Reactions from "A" I and III.
 } Resultant of Oral Invention.

Outline.

1. First step is copying of original sentences of oral invention.
2. Independent written work on topics developed in an oral lesson.
3. Use of pictures in inventive writing.
4. Value of original expression.

Syllabus.

1. The first step in written original expression is indicated under invention in oral expression—copying from the blackboard the sentences dictated by the class in oral inventive work, after the co-operative corrections have been made and the sentences have been arranged in sequence and paragraph form.

2. When the children have developed a topic in conversation or oral invention they may give their contributions to the topic in written form. The teacher may want to use groups of guide words to indicate the order of sentences and division into paragraphs.
3. The language stories produced orally from pictures (either by analysis of actual pictures or by synthesis of a mental picture from suggestive words and phrases) are well adapted to written inventive expression.
4. The child's consciousness of growth in self-expression will be deepened into self-reliance in the power of original expression by occasionally giving him the satisfaction of seeing, in a written form, what he has previously expressed in the oral lesson.

3. LETTER-WRITING.

Outline.

1. Foundation work developed in former grades; first formal parts of a letter assigned to Third A.
2. Copying letters the first step; content of letters orally developed; use of guide words in letter of more than one paragraph.
3. Incentives for letter-writing.

Syllabus.

1. The beginning of letter-writing is made in Third Grade A. The forms necessary in the body of the letter—sentence structure, paragraphs, simple uses of capitals and punctuation—have been given in previous grades and reviewed and extended in this grade. The heading, salutation and conclusion of friendly letters, in the simplest form, are part of the formal work of the Third A.
2. As the first step the children should copy complete but short letters. Then the body of the letter may be

copied, the class supplying the heading, salutation and conclusion. When the class attempts the whole letter, the content of the letter should be orally developed and the order of sentences and paragraphs indicated by well grouped guide words, if the letter exceeds one paragraph.

3. The letters should be made real: written to another pupil and answered by that pupil; written to pupils of another grade or school and answered; to another pupil in a distant city; to friends and relatives; to the teacher in reply to a letter from her. The interest in the work of letter-writing is greater if the letters are given a motive.

C. Technicalities of Expression

Approximately one period a week given to technical work. Instruction and practice given incidentally as needed and when directly applied.

I. ARRANGEMENT.

1. The sentence should be largely restricted to the simple form, enlarged by modifying phrases but not involving clauses except where they cannot be avoided. The complex and compound sentences are too involved for proper use in this grade. The excessive use of "and" and "but" should be avoided.
2. Indentation of paragraphs should now be required in all written papers. It may often be necessary, however, for the children to study paragraph structure by copying short model paragraphs and to take short paragraphs by dictation. In the latter case difficult words beyond the children's vocabulary should be written on the blackboard.
3. Occasionally guide words arranged in groups should be used as means of guiding pupils and as an indication of sequence of sentences and paragraphs.

4. Review and continued practice of headings and margins on written papers.
 - a. Grade and date on separate lines at upper right-hand corner.
 - b. Title on next line in center of page. It should be concise, definite and accurately descriptive.
 - c. One blank line between title and first written line of paper to assure clear, definite spacing.
 - d. Indentation of paragraphs.
 - e. Inch margin to left of page.
 - f. Quarter-inch margin to right of page.
 - g. Half-inch margin at bottom of page.
5. Instruction in parts of a letter of simplest form in heading, salutation and conclusion.

II. TECHNICALITIES OF LANGUAGE.

1. CAPITALS.
 - a. Review of all former grades.
 - b. First word of simple direct quotation.
 - c. Heading, salutation and conclusion of a simple letter.
2. PUNCTUATION.
 - a. Review of all preceding grades.
 - b. Quotation marks in simple direct quotation.
 - c. Punctuation marks in heading, salutation and conclusion of a letter.
 - d. Apostrophe to show possession in singular possessive case; also to show contraction in—don't, doesn't, can't, won't, hasn't, haven't, isn't, aren't and I'll.
3. ABBREVIATIONS.
 - a. Abbreviations in number work.
 - b. Supt., Prin., Dr., Pres., Rev.
4. PREPARATION FOR DICTIONARY WORK.
 - a. Review of previous work, particularly the diacritical

marks in phonics and the arrangement in alphabetical order of familiar words having different initial letters.

b. Use of accent mark.

III. COPYING, DICTATION AND WRITING FROM MEMORY.

A small amount of copying continued to furnish models in paragraph structure, in headings and margins, in written papers, in simple letters, and in the new work of technicalities.

Dictation exercises following the exercises in copying are for the purpose of acquiring ability to use language form readily and accurately, to furnish practice and to test accuracy. The children should give close concentration to dictation; repetition of the dictation will result in inattention. The dictation furnishes the thought content of the sentence and thus enables the child to give undivided attention to technical form. Difficult words may be placed on the blackboard.

Short poems written from memory will give good drill in capitals and punctuation and will also fix the poem in the memory.

IV. CORRECT USE.

(In course of preparation).

Fourth Grade

Beginning with the Fourth Grade, the outlines are given for the entire grade, both B and A classes. When distinctions between the work in the B and A classes are necessary they will be indicated by separate paragraphs, headed by the captions Fourth B or Fourth A.

A. Sources of Thought Material— Impression

I. EXPERIENCES OF THE CHILD'S LIFE.

1. PERSONAL.

A. *Home Life.*

1. What really makes a good home?
2. My home duties.
3. Why I should have a garden at home—What it has taught me.
4. Saturdays—How I like to spend them best.
5. A walk Sunday afternoon.
6. My earnings, savings and my spendings.

B. *School Activities.*

1. My walk to school.
2. Describe a game that helps in arithmetic—geography.
3. A game that trains me to be quick.
4. My favorite subject.
5. Assembly—What it means to us.
6. Plan dialogue or play based on Literature or Reading.

7. Note outlines—Physiology—Nature Study—Manual Training.

8. Good ways to earn money for our school.

9. A spelling match.

C. *Street Incidents.*

1. The paper boy.

2. The auto versus the horse.

See Civics outline.

3. Marbles—Kite flying.

D. *Child's Knowledge and Observation of Nature.*

See Nature Study outline.

2. SOCIAL.

A. *Child's Environment and Relation to Society and Humanity.*

Topics under social experiences are associated with personal experiences.

3. INDUSTRIAL.

A. *Child's Knowledge and Observation of Industries.*

See Manual Training and Geography outline.

4. CIVIC.

See outline in Civics.

II. LITERATURE.

1. POETRY.

Fourth Grade B.

Poems to be memorized. (A minimum of three to each term.)

Do not use poems assigned to a higher grade.

Daisies (Sherman).....4-19

Daybreak (Longfellow).....7-244

October's Bright Blue Weather (Jackson).....

.....16-16, 11-206, 39-257

Among the Nuts.....42-123

A Child's Thought of God (Browning).....39-126, 1-153

The Mountain and the Squirrel (Emerson).....	1-118
The Twenty-third Psalm.....	Bible
The Village Blacksmith (Longfellow).....	1-106, 39-227
Golden Rod (Lovejoy).....	11-193
The Little Artist.....	11-257
What the Burdock Was Good For.....	11-122
Thanksgiving Day (Child).....	11-236
All Things Bright and Beautiful (Alexander).....	17-237
The Birds in Summer (Howitt).....	17-65
Poems to be read by the children, or to the children.	
Read and interpret all poems in the list to be memorized and as many as possible of the following:	
The Children's Hour (Longfellow).....	7-247
Evening at the Farm (Trowbridge).....	39-132
Jack Frost (Gould).....	39-200
Little Bell (West Wood).....	1-61
Robert of Lincoln (Bryant).....	1-113
Fox and Crow (Taylor).....	42-128
Three Bugs (Cary).....	42-115

Fourth Grade A.

Poems to be memorized. (A minimum of three each term.)

Do not use poems assigned to a higher grade.

The Daffodils (Wordsworth).	39-217
The Windmill (Longfellow).....	7-452
Abou ben Adhem (Hunt).....	1-127
The Sandpiper (Thaxter).	39-160, 1-152
The Captain's Daughter (Fields).....	1-98
The Three Bells (Whittier).....	1-94
Winter (Tennyson).....	39-269
In March (Wordsworth).....	39-285
America (Smith).....	
The Arrow and the Song (Longfellow).....	7-84
Babby Corn.....	17-93
The Seasons (Ricker).....	39-253
Little by Little (Anon).....	39-203
Over and Over Again (Anon).....	39-205
The Blue Bird (Miller).....	17-68

Poems to be read to the Children or by the Children.
Read and interpret all poems in the list to be memorized
and as many as possible of the following:

Old Christmas (Howitt).....	39-204, 16-652
Alec Yeaton's Son (Aldrich).....	1-150
Jack in the Pulpit (Smith).....	11-44
The Song of the Brook (Tennyson).....	39-235, 1-110
The Wreck of the Hesperus (Longfellow).....	1-179
The Barefoot Boy (Whittier).....	39-211
Paul Revere's Ride (Longfellow).....	7-255
Tubal Cain (McKay).	29-304
The Child's World.....	39-231

2. PROSE.

Fourth Grade B.

Stories (A minimum of three required each term).

Ali Baba and the Forty Robbers.....	35-102
The Goose that Laid the Golden Egg.....	20-134
The Story of Ruth.....	Bible
The Buckwheat.	19-212
Why the Sea is Salt.....	19-216
The Buffalo and the Field Mouse.....	45-1
The Eagle and the Beaver.....	45-19
The Badger and the Bear.....	45-47
The Adventures of Ulysses.....	36-113
Buttercup Gold.....	44-48
Margaret of New Orleans.....	18-195
David and Goliath.	18-224
The Nightingale.	18-134
A Fortune.	22-90
Jack the Giant Killer.	35-80
The Elves and the Shoemaker.....	18-109
New Year	44-67
The Wheat Field.	22-9

Fourth Grade A.

Stories (A minimum of three required each term).

The Hare and the Tortoise.....	20-162
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The Raccoon and the Bee Tree.....	45-37
The Golden Bird.....	35-148
The Three Remarks.	44-93
Oh, Dear.	44-75
The Bell of Atri.	48-69
The Story of William Tell.....	48-64
Bruce and the Spider.	48-33
Grace Darling.	48-61
Antonio Canova.	48-156
Sir Philip Sydney.	48-49
The Hidden Servants	18-234
The Inch-Cape Rock.	48-137
The Apron String.	22-55
The Strong Child.	22-96

3. GRADE LIBRARIES.

See Third Grade A Outline for use of biography in Grade Library books and training to a habit of good reading. The intelligent use of Grade Library books on the part of the children presupposes that the teacher knows the books. The teacher should read to the class selections in prose and poetry. The teacher's enthusiasm will be contagious. It will be valuable to set aside a period occasionally for talking over with the children what they have read, when the teacher may learn the interests of the pupils and more effectively direct further reading. Books outside the Grade Library should be recommended for the children's reading.

III. PICTURES.

IV. OTHER SUBJECTS OF THE GRADE.

The subject matter of other subjects of this grade is now widening far beyond the limits of the Third Grade, particularly in Geography and History. It will be of decided advantage if more of the topics are handled in language lessons. It is an undoubted economy of time if the language lessons thus employ material already developed. Topics selected from these sources for

language purposes should be freshly elaborated in the language lesson to add the interest which is essential to fluency in expression. If language lessons elaborate the topics of other studies, they relieve the teacher from the necessity of hunting up and preparing special topics for language.

B. Reactions from Thought Material— Expression

Introduction.

The Fourth Grade teachers will need to recognize the following natural change in the growth of their pupils. The Fourth Grade is a period of readjustment. The spontaneity of the earlier grades now becomes checked by a critical attitude of mind on the part of the children toward their own work. They begin to question and reason; they become self-conscious in their work; they see the crudeness of much of their best efforts; they realize their limitations in expressing themselves and, unless the right help is given, they will now grow to dislike all forms of self-expression.

On the other hand the children take delight in the drill necessary to acquire proficiency in the use of the technical principles and aids in the art of self expression. They prefer to use simple outlines rather than to express themselves without plan as in earlier grades. Both the oral and written forms of expression can now be worked over in detail to secure the accuracy which they enjoy in spelling, sentence structure, paragraphing, use of capitals and marks of punctuation. A few of the simple signs of correction may be used in the revision of their papers. The children will gladly do the work of correcting and improving, something their nascent critical tendency now craves.

I. EXPRESSION THROUGH COLOR.

As an incentive to well prepared written papers teachers may occasionally want to use this form of expression in increasing the attractiveness of the written work.

II. EXPRESSION THROUGH DRAMATIZATION.

The pupils may arrange the "properties" of the improvised scenes and dramatize as they read the "parts" from selections in their readers and supplementary books. Dramatization will form an interesting variation from the more formal reading lesson and become, at the same time, a valuable exercise in self-expression. For other suggestions, see the syllabi of Third Grade A and B.

III. ORAL EXPRESSION.

CONVERSATION: Reactions from "A" I and IV.

Outline.

1. Conversation preparatory to oral invention; sources of topics.
2. Three classes of topics.
 - a. Topics entirely within pupil's experiences.
 - b. Topics requiring partial development by questions and investigation. Suggestions for pupils' investigations.
 - c. Topics which must be developed wholly by the teacher.
3. Caution against superficial treatment of topics.
4. Interrelation of language and other studies.
5. Habit of good expression continued in recitations of other subjects.
6. Time and place for corrections of violations of good English in other recitations.

Syllabus.

1. After the Third Grade the conversation lessons become largely a preparation for the longer and more sustained efforts in oral invention which, in turn, is the basis for the work in written original expression. The subject matter will be either the topics under "A" I,

developed and treated as in the primary grades, or topics selected from the widening range in other subjects of the course of study. In the latter case, the conversation lesson of the language period is replaced by the recitation in Geography and the biographical work in History. Such recitations become an interchange of ideas and information between the teacher and pupils. The lesson is guided by the teacher's questions, or it may partake of the nature of report and discussion.

2. a. There will be three classes of topics selected: First, topics which come directly under the children's experience, observation and knowledge which will not require development.
- b. Second, topics which will require partial development. Usually the richer portions of the topic will need development which can be done through the teacher's questions. The pupils may answer these questions at once or later when they have had the opportunity to investigate the topic and secure the needed information. The pupils will then make the contributions to the development of the topic.

Their investigations should be as thorough as their opportunities to secure information will permit. Definite assignments for investigation should be made; such assignments, however, should be kept within their power to investigate at home with parents, relatives or friends, or by reference to supplementary books in the grade. This work will necessarily be very limited and the children's contributions will be crude, often unessential. But by affording the opportunity the teacher appeals to the love of the child to do things for himself, lays the foundation for independent investigation and independent thinking in later grades and creates the power of self-reliance.

- c. A third class of topics will include those which require development by the teacher alone. Such topics should be chosen for the enrichment they bring to the pupils' lives. Provided these topics have a relation to their lives the teacher has the assurance of the keen interest of the class. Exploration in undiscovered fields is an absorbing undertaking for Fourth Grade children.
3. Pupils of this grade are leaving the limitations of childhood and are stretching forth to know their actual and real relations to the world about them. Superficial and casual treatment of topics will not content them. It is not sufficient that they tell what has already come within their experience, because their rapidly widening lives demand fuller knowledge of what they already understand. Children of the Fourth Grade will delight in the observation of relations where before they only knew facts. Stilted personalities and superficial attitudes of mind will result from superficial treatment of topics in the Fourth and Fifth Grades.
4. Thought and language are so intimately related that one cannot be considered to the exclusion of the other. Language is so vitally close to other studies that the interrelation must be recognized and employed as a source of thought material for language lessons.
5. During the recitation periods of other subjects of the course of study, the habit of care in the use of language must be constantly stimulated. Pupils should not be allowed in the recitation periods of other studies to sacrifice right habits of expression established in the language period. The theory and practice of correct habits in oral or written expression may be ideally realized in the language lesson, only to be entirely lost in careless expression during other recitations. Language work finds then its application in all lessons, both oral and written, in every subject of the daily program.

6. The language side of other studies, however, should not sacrifice the continuity of thought and development of the lesson or divert the attention from the content of the lesson. Corrections and suggestions in the right use of language should be made incidentally when occasion demands or marked for attention in the language lesson proper. The point is—violations of good English should not go entirely unnoticed during recitations in other studies.

2. ORAL REPRODUCTION: Reactions from "A" II and IV.

Outline.

1. Few only of stories read or told required for reproduction.
2. Stories chosen for definite parts easily distinguished and for character portrayals.
3. Plan for reproduction in character portrayal.
4. Plans for reproductions.
5. Fourth B: Guide words gradually replaced by topics and sub-topics.
6. Fourth A: Beginning of co-operative outlines; value of outlines; caution against their exclusive use.
7. Reproductions alternately given by teacher and pupils.
8. Use of questions in reproductions.
9. Independent reproduction of short stories and other stories when reviewed.
10. Appropriation of vocabulary and style of original story.
11. Corrections and suggestions from the pupils.

Syllabus.

1. To derive the greatest benefit from stories pupils must be eager for the story itself. They should not therefore feel that every story read or told must be reproduced. A few only of the large number of stories read by the pupils or told by the teacher should be selected for oral reproduction.

2. Stories chosen for reproduction should contain definite and related parts easily distinguishable by the children. Pupils in the Fourth Grade will be interested not only in the story or plot but also in the characters.
3. In studying the characters of a story pupils should tell how the character looks, what he does, what he says and what are his ideals. Children will thus see that they are reading stories not for the plot alone but for the portrayal of character. A high standard of idealism in character will gradually result from this character study. This form of reproduction, at the beginning of its introduction in language work, should be shaped by questions from the teacher. It should not be confused with the reproduction of the story or plot but follow it as a distinct form of reproduction. Only one of the two should be attempted at a time.
4. The story may be read or told at one lesson, repeated or discussed at another, and, when it is clearly before all members of the class, reproduced by several pupils and finally the whole story by one pupil. The teacher may wish to have such a story reproduced in its entirety by other pupils at subsequent lessons. The opportunity thus afforded to review work carefully prepared is good training in oral expression, because the content is familiar and greater attention than in the first reproduction can be given to correct forms and language.
5. *Fourth B*: The use of guide words to show sequence in sentences and division into paragraphs should be continued from the Third Grade. Gradually the guide words should be replaced by topics and sub-topics, at first only in the shortest reproductions but finally in the longer reproductions. Guide words should cease to be employed by the end of the Fourth B. The introduction of topics and sub-topics to replace guide words is the first step toward the use of co-operative outlines.

6. *Fourth A*: Frequently, in the longer reproductions, an outline co-operatively developed by teacher and class will be an effective method of securing an orderly and thorough reproduction. The outline will involve the use of topics and sub-topics. Outlines should not now be independently developed by the children but only under the direction and guidance of the teacher as co-operative work. The outline should be short, not involving more than two or three main topics with one or two sub-topics under each main topic. Children reproduce their stories with these outlines as guides, thus assuring the assistance which the pupils require and freeing them from too much dependence upon the teacher during the reproduction. A beginning is thus made for a greater degree of independent work which in later grades must be the rule, if the pupils are to grow in their power of self-expression. Outlines should be cautiously used; not every story reproduced requires an outline, only those too involved for the pupils to see clearly the sequence of events.
7. When guide words or an outline are not used the teacher may give the reproduction to a point of interest which is given by a pupil; then the teacher resumes the reproduction to another point of interest which is reproduced by another pupil, and so on through the reproduction. The sequence of sentences and paragraphs is thus made evident and later the children can reproduce the story unaided.
8. Questions from the teacher or from one or two pupils will guide the reproduction in proper arrangement of time and event. Later the story may be reproduced without the questions.
9. A short story well known by the pupils will easily be reproduced without more than an occasional suggestion from the teacher. This will also be true of reproduction when reviewed after being reproduced in other ways. Stories reproduced in former grades may be referred to and retold.

10. Reproductions should involve the appropriation of the words and phrases of the original story. The pupil's growth in vocabulary, in power of expression and correct use is still dependent upon the imitation of good models and particularly the model set by the teacher.
 11. Pupils should be encouraged to criticize one another's work by correction or suggestion of improvement.
3. ORAL INVENTION: $\left\{ \begin{array}{l} \text{Reactions from "A" I, III and IV.} \\ \text{Resultant of conversation.} \end{array} \right.$

Outline.

1. Beginning of training in speaking to an audience.
2. Original stories by the pupils.
3. Filling-in of a story from one or more introductory paragraphs.
4. Stories based upon pictures; use of outlines.
5. Mental pictures through a synthetic process.
6. Writing on blackboard by teacher the original sentences given by pupils.
7. Comparative value of oral inventive expression and reproduction.

Syllabus.

1. Frequently in review of a subject already developed a topic may be assigned which the pupil reports upon and discusses. Pupils need to learn to put a matter of experience, observation or knowledge clearly and effectively before the class. Training in speaking on one's feet can hardly begin too early and these first efforts, crude though they be, are fundamental if pupils ultimately acquire a composed, pleasing and forcible manner of speaking. Impromptu exercises based upon familiar topics will be especially helpful in this training.
2. The children should be encouraged to tell original stories, suggested by a story already read, by the life in other lands, by an imaginary trip and by an imag-

inary biography of some character in their geography, history or reading. Assistance in the development of an original story will usually be necessary on the part of the teacher, either in the way of suggestion or of taking up the story when it shows evidence of drifting away from the subject, or when brought by the pupils to too abrupt a close.

3. Occasionally the filling-in or completion of a story, of which one or more introductory paragraphs have been read, should be assigned for oral inventive expression.
4. Pictures are excellent sources of suggestion for inventive oral expression. Frequently the pupils should develop co-operatively with the teacher an outline based upon the situation or scene of a picture. The class should then narrate the story or describe the scene, guided by the outline. Such an outline may take the form of suggestive words or phrases in place of topics and sub-topics.
5. Equally interesting is the converse of this analysis of a picture—the synthetic process of creating a mental picture from suggestive words and phrases written by the teacher on the blackboard, e. g., a crowd of children—people in doorways and open windows—the hurdy-gurdy man—the monkey carrying a basket—a dog appears; the children tell the story and finally name their mental picture of the scene.
6. The practice of former grades should occasionally be continued, of writing on the blackboard the best sentences given by the children in their oral work, after changes in form and content have been made by pupils and teacher. These sentences should be studied for logical order in the same paragraph and the relation of paragraphs to each other should be noted. Finally the whole may be copied as the first step in written original expression.

Fourth Grade B: Guide words, later in the term followed by topics and sub-topics, should occasionally be used as

guides in the oral inventive work. See suggestions in oral reproduction.

Fourth A: In all forms of oral inventive expression the teacher may frequently find the co-operative outline a valuable assistance in development of content and in securing an orderly sequence; the outline is practically essential in the longer units of original work, particularly when the topic is continued over two or more recitation periods. See suggestions in the use of an outline in oral reproduction.

7. Oral inventive expression affords the child the opportunity for self-expression which his growing personality demands. The element of pleasure and satisfaction for the pupils is much greater in inventive expression than in reproduction. Their interest is directly appealed to when the assignment for oral expression brings forth their own individual contributions to the topic. As the pupils advance through the grades they should be given more inventive expression and proportionately less reproduction.

IV. WRITTEN EXPRESSION.

Written expression in the Fourth Grade should not exceed the proportion of one written lesson to three oral lessons, but the proportion must be determined by the children's growth in language power and in their proficiency to use correctly standard forms of expression.

Oral expression should be part of each day's language lesson; written expression should be restricted to short portions of three or more language periods a week.

1. WRITTEN REPRODUCTION: $\left\{ \begin{array}{l} \text{Reactions from "A" II and IV.} \\ \text{Resultant of Oral Reproduction.} \end{array} \right.$

Outline.

Fourth B.

1. Relation of sentences in a paragraph and relation of paragraphs.

2. Observation and cooperative practice of related sentences and paragraphs.

Fourth A.

1. Pupils gradually brought to independent paragraphing.
2. Observation of relation of sentences and paragraphs.
3. Topic sentence noted for central thought of paragraph.
4. Cooperative outlines; practice in short papers of related sentences and paragraphs.

A and B Grades.

1. Written reproductions based upon oral work. A few only of oral reproductions used.
2. Preparatory work to written reproductions.
3. Dividing the reproduction among several groups of pupils or over several days.
4. Final recognition due complete reproductions.
5. A pupil's model reproduction taken as a standard for the class.
6. Appropriating vocabulary and style of original story; a caution.
7. Short reproductions completed in one lesson.

Syllabus.

Fourth B.

1. The relation of sentences in forming a paragraph has been studied in earlier grades and should be continued. Two, three and occasionally four paragraphs have been reproduced in oral and written forms in the Third Grade. Children should now be taught to observe the relation of paragraphs, first in the printed form, then in their oral reproductions and lastly in their written reproductions. The logical sequence of time and event in the sentences of a paragraph will help the pupils to see the necessity for the same relation of paragraphs to each other. This relation of paragraphs will be suggested in the cooperative outlines made by teacher and

pupils in the transition from guide words to topics and sub-topics.

2. Pupils cannot relate their own paragraphs or even sentences unaided; the work must be cooperative, if not entirely done under the suggestion and direction of the teacher. Pupils cannot yet paragraph independently; but they should be encouraged to attempt it. Observation of relation of sentences and paragraphs, in sources other than their own writing, is fundamental to later cooperative and finally independent practice.

Fourth A.

1. Pupils should be guided gradually to the independent use of the paragraph. Cooperative work between the teacher and some individual pupils will be necessary, but by the close of the term pupils should not require assistance.
2. The work of observing the relation of sentences in each paragraph and of paragraphs to each other should be continued. Printed paragraphs, oral reproductions and the cooperative outlines are available sources for this work in observation.
3. The topic or opening sentence should now be noted for the central thought of the paragraph. A new paragraph means a change from one thought or idea to another. The topic sentence introduces the new thought or idea.
4. The co-operative outlines suggest the proper order of paragraphs and the children should understand this additional value of an outline. Finally the children's own written papers should be corrected for the proper relation of sentences and paragraphs. This should not involve long or formal written papers, but the relation of two, three or at the most four paragraphs must necessarily be established before the longer units in later grades are attempted.

A and B Grades.

1. Written reproductions should follow and be based upon oral reproductions carefully worked out to the degree that the content is perfectly familiar to the pupils. Only a few of the reproductions given orally should be required in the written form.
2. The children should be asked to reproduce a story in the written form after oral discussion, placing the simple outlines of guide words or topics and sub-topics and new or difficult words on the blackboard, and after oral reproduction one or more times repeated.
3. It may often be advisable to ask each child to write only part of the reproduction; several groups of children thus contributing each a part; or the reproduction may be continued over several days, when an outline is usually necessary; finally, if the interest is still keen, each child will reproduce the whole story.
4. Some of the best **complete** reproductions should be read to the class to give the recognition which pupils expect after a prolonged effort. This will stimulate all to better work next time. One reproduction carefully worked out will bring more pleasure and satisfaction and inspire more eagerness to improve than several reproductions carelessly undertaken.
5. A model reproduction, written independently by one pupil, corrected by the teacher and read to the class, will set a standard within the power of the other pupils because prepared by one of their own number. Occasionally a reproduction by some pupil, selected for its excellence and written in common with the class, may be dictated for a written lesson, or a few short paragraphs of the original story may be dictated.
6. Pupils should be allowed to appropriate the words and phrases of the original stories, thus assuring a growth in their vocabularies and power of expression through imitation of good models. The habit of appropriating

whole sentences should be discouraged to prevent this appropriation being carried to a dangerous extreme.

7. Short, simple stories, already orally reproduced, should be written for the purpose of completing a reproduction at one lesson. If an outline is not used it may be well for the teacher to keep the written lesson under her close guidance.

2. WRITTEN INVENTION: $\left\{ \begin{array}{l} \text{Reactions from "A" I and III.} \\ \text{Resultant of Oral Invention.} \end{array} \right.$

Outline.

1. Copying original sentences from blackboard first step in written invention.
2. Topics previously developed and outlined now assigned for written invention.
3. Plans for keeping written papers brief.
4. Recognition of complete papers.
5. Original stories, filling in of a story, pictures and mental pictures—sources of material.
6. Value of written inventive expression.
7. Pupils' criticism of their own papers; corrections satisfy the desire of pupils to excel their work of former grades.

Syllabus.

1. The first step in written invention has been indicated in oral invention—copying from the blackboard the best original sentences dictated by the pupils, after the corrections have been made by teacher and pupils and the arrangement of sentences has been studied.
2. Following this exercise other topics, developed in oral inventive work, discussed for arrangement of sentences and relation of paragraphs and outlined, if necessary, by guide words or topics and sub-topics, may be assigned for written work.
3. The topic may be written one or two paragraphs at a time, or partly by one group of pupils and partly by a

second and so on. The assignment should never over-tax the pupils to the point of sacrificing their interest. The complete unit should also be short, gradually extended but not to exceed four or five short paragraphs.

4. The best papers of those written by all the class should be read to the class, and a model paper worked out independently by one pupil may be discussed by the other pupils. Either assures the recognition which the pupils' efforts have merited.
5. The original stories, the filling-in of a story suggested by one or more introductory paragraphs, the narrations or descriptions based upon pictures and the story derived from a mental picture are available sources, already developed, for written inventive expression.
6. Pupils will grow in power of inventive expression as the opportunity is afforded to express themselves freely and spontaneously in the oral and written forms. Their pleasure in original expression will be enhanced by the personal satisfaction of occasionally seeing in the written forms what they have already produced in the oral lesson.
7. The pupils should criticize their own written work before submitting it. Correction of errors common in all papers as a class exercise, and criticism of individual peculiarities, will emphasize the need and value of alterations in the first efforts. This work of improvement in written papers will also satisfy the growing tendency of fourth grade pupils to place themselves in a critical attitude of mind toward their own work and fulfill their desire to excel the efforts of former grades. This last paragraph applies with equal force to written reproduction and letter writing.

3. LETTER-WRITING.

Outline.

1. Model letters of friendship copied and dictated.

2. Content of letters orally developed.
3. Incentives for letter-writing.
4. Letters from literature read to pupils.
5. Imaginative letters.

Syllabus.

1. Short model letters of friendship may be copied from the blackboard or taken by dictation for the purpose of securing the proper forms. The body of the letter may be copied or dictated, requiring the pupils to give the correct heading, salutation and closing, or the process may be reversed.
2. In the latter case and when the entire letter is written, the content should be developed orally; either the pupils should be told what they are going to write, or reply to questions from the teacher or one another, or reply to another letter.
3. Whenever possible letters should be motivated, as letters to parents, relatives, friends, other pupils of the same or another school in the same or another city, to the teacher in reply to a letter from her and so forth. Letters should be short.
4. Letter-writing can also be made inviting, if the teacher will read to the class a few of the charming letters from many volumes of such material now accessible in print.
5. The work can be varied by an occasional imaginative letter from data furnished by the teacher, e. g., a letter from a person on his travels, from an historical character, from a character in a story, etc.

Summary: Model letters copied and dictated; content orally developed; incentives to letter writing; letters should be short; reading by teacher of letters from literature; imaginative letters.

C. Technicalities of Expression

(One period a week, in proportion, devoted to technical

work. Instruction given when occasion demands and when directly applied).

I. ARRANGEMENT.

1. *A and B Classes*: Sentence structure should be restricted to the enlarged simple sentences with modifying phrases, but not clauses unless unavoidable. The compound and complex sentences are too involved for extended use in the Fourth Grade.
Fourth B: Pupils should learn to distinguish between statements and questions.
Fourth A: Statements and questions should be further compared as distinguished from commands and exclamations.
2. *A and B Classes*: Indentation of paragraphs should now be familiar. Co-operative paragraphing should be continued. The relation of sentences in proper order in the paragraph should receive close attention. The proper relation of paragraphs to each other should be studied in the observation of printed paragraphs and as suggested by groups of guide words and by outline.
Fourth A: Independent paragraphing should be required by all pupils toward the end of this term, with the co-operative assistance necessary to some pupils. The relation of sentences to a central thought in each paragraph should be studied and the topic or opening sentence should first be noted in this grade. The practice of observing the relation of paragraphs should be continued from the Fourth B.
3. *Fourth B*: The transition from guide words to topics and sub-topics involves the first step toward outlines, but the first outlines should be undertaken under the close guidance of the teacher. The pupils are too young and inexperienced to attempt an outline unaided. Frequently the teacher may have to develop the outline practically alone, but the pupils should feel that they are co-operating, if only to a small degree.
Fourth A: The co-operative outlines should be brief and involve comparatively little subject matter. One or two main

topics with one or two sub-topics afford a beginning in the making of co-operative outlines, which are not made independently until late in the Sixth Grade. The beginning should be made cautiously. Pupils should always feel that the outline is a help in their own oral and written expression. It is a means like sentence structure, paragraphing and other standard forms of technique in language, toward the ultimate end of self-expression. The teacher should not hesitate to make the outline for the class, particularly at the beginning of the term or when the topic is so involved that the order of topic and sub-topic is not perfectly evident to the pupils. The only defense for outlines is that they supply one means to assist and guide pupils in oral and written expression and ultimately to give them this power of self-helpfulness. Occasionally the outline should be omitted, if for no other purpose than to prove that it must not be considered indispensable.

- 4: *A and B Classes*: Superscription on an envelope should be studied and practiced in letter-writing.
- 5: *A and B Classes*: Review and continued application of headings and margins in all written papers. (See Third Grade A syllabus for forms.)

Fourth A: The appearance of written papers may be much improved by the use of a two or three inch ink line drawn in a blank space (on ruled paper) between definitely separate parts of a written page, e. g., answers to questions or problems in arithmetic. The device will serve the three-fold purpose of improving the appearance of the papers, of clearly separating distinct parts of a written page and of greatly facilitating the teacher's review of the paper.

II. TECHNICALITIES OF LANGUAGE.

Fourth Grade B.

1. CAPITALS.

- a. Review work of the Third Grade.

- b. Superscription on an envelope.

2. PUNCTUATION.

- a. Review work of the Third Grade.
- b. Periods and commas in superscription on an envelope.
(Custom varies—follow authorized text-book in language).
- c. Interrogation mark.
- d. Apostrophe in plural possessives and in contractions.
- e. Comma preceding quotation.

3. ABBREVIATIONS.

- a. Review work of Third Grade.

4. PREPARATION FOR DICTIONARY WORK.

- a. Review of accent mark and diacritical marks involved in phonics of preceding grades.
- b. Hyphen and syllabication mark.
- c. Arrangement in alphabetical order of a few familiar words having the initial only alike.

Fourth Grade A.

1. CAPITALS.

- a. Review work of Fourth B and Third Grade.
- b. Titles and places.
- c. Names of Deity and proper names in Bible stories.

2. PUNCTUATION.

- a. Review work of Fourth B, particularly in letter and envelope punctuation; the question mark, apostrophe and comma preceding quotation.
- b. Exclamation mark.
- c. Comma following "yes" or "no" when used as part of a sentence, with name of person addressed.

3. ABBREVIATIONS.

- a. Abbreviations in Arithmetic and Geography.
- b. Gov., Gen., Capt., Sec.

4. PREPARATION FOR DICTIONARY WORK.

- a. Repeat all the work of Fourth B.

III. COPYING, DICTATION AND WRITING FROM MEMORY.

The copying exercise may gradually be replaced by dictation, except where the teacher desires to use the former for furnishing the correct model in the easiest and surest manner.

Dictation should be given once and only once; repetition invites careless attention. It may frequently be given to restore quiet in a restless grade. Concentration should be one product of dictation. Clearness, distinctness and certainty are imperative on the part of the teacher. New and difficult words should be placed on the blackboard. Pupils will correct their own papers if the dictation is taken from a book in the hands of all pupils or is placed upon the blackboard.

Dictation is practical for a variety of purposes. It furnishes models in sentence structure, in paragraphing and in letter-writing. It promotes proficiency in the proper use of language forms. It supplies practice in applying the technicalities and in testing accuracy. When a cooperative outline has been developed the teacher may give as a dictation exercise her own written production or that of some pupil, based upon the outline.

Writing from memory short poems, stanzas of poems and memory gems serves to fix them firmly in the memory and also affords practice in the use of capitals and punctuation.

IV. CORRECT USE.

(In course of preparation).

Fifth Grade

The outline is given for the entire grade. When distinctions are made between the work in the B and A classes they will be indicated by separate paragraphs headed by the caption Fifth B or Fifth A.

A. Sources of Thought Material— Impression

I. EXPERIENCES OF THE CHILD'S LIFE.

Introduction.

The guide posts which we have for the selection and direction of Fifth Grade interests are love of invention and experimentation, a craving for new experiences, a keen love of nature and pleasure in hard manual work, but a disinclination to try unless assured of success. Individuality is growing rapidly but the child must be trained to work in harmony with the general organization. "Everybody does it" is an excuse often given. The desire for making collections is strong now and can be used to advantage in history, geography and nature study. This is the best possible material for conversation and written work.

1. PERSONAL.

A. *Home Life.*

1. The garden—the yard.
2. Useful inventions that we have in our home—that might be placed there, plumbing, electricity for lighting, washing machines, etc.
3. Simple things at home that make housekeeping easier. Egg-beater—sieve.
4. An hour in the evening.

5. What could I make at home that would be helpful?
6. Who is a good neighbor?
7. How I have (or might have) earned money for a bank account.
8. A book read at home.
9. A talk on the necessary expenses in running a home.
What are the essentials—non-essentials, etc.?
10. A talk on the appreciation of the place of the members of the family—
Father—worker—and caretaker.
Mother—planner and caretaker.
Brothers—cooperate and do heavier tasks.
Sister—helping mother with tasks.

B. School Activities.

1. Holidays.
2. Description of a new game with diagram.
3. Description of a favorite game—with drawing.
4. Manual Training.
5. Description of fire drill.
6. What our physical exercises mean to us.
7. Who is a good chum? What does he do for me?
What do I do for him?
8. Who make best captains?
9. Why I like outdoor recess.
10. Care of school room.
11. Care of school grounds.
12. A talk on what a school building costs to build and conduct—Relate with Civics. Where does the money come from, etc.

C. Street Incidents.

1. Fire (See special Outline).
2. What means of transportation do we see on our streets? Which serve us best?

3. Description of motor cycle, etc.
4. Describe a walk downtown.
5. Describe a street occupation—newsboy, fritter man, ice cream man, street vender, scissors grinder, etc.
6. Care of streets—trees, etc. How done—(Civics, Nature Study).
7. What makes a pretty street? Draw a plan for an arrangement that you think good. Bring in post-cards, etc.
Which is Rochester's prettiest street?

D. *Child's Knowledge and Observation of Nature.*
(Nature Study Outline.)

2. SOCIAL.

A. *Child's Environment and Relation to Society and Humanity.*

Topics under social experiences are associated with personal experiences.

3. INDUSTRIAL.

Child's Knowledge and Observation of Industries.

- a. Manual training.
- b. Geography.
- c. School Record and Work Permit—requirement; health requirements for Work Permit. (Use this topic in 5A.)

4. CIVIC.

(See Outline in Civics).

III. LITERATURE.

1. POETRY.

Fifth Grade B.

Poems to be memorized (a minimum of three each term).
Do not use poems assigned to a higher grade.

A Farewell (Kingsley).....	1-190
Going a Nutting (Stedman).....	16-219
My Heart's in the Highlands (Burns).....	16-277, 1-155

Priest and the Mulberry Tree (Peacock).....	16-355
Sweet Peas (Keats).....	16-68
The Tiger (Blake).....	1-177
To-day (Carlyle).....	1-99
The Windy Nights (Read).....	16-39
The Violet (Proctor).....	11-55
Three Fishers (Kingsley).....	40-48
Daybreak (Longfellow).....	7-244
October (Jackson).....	11-206
Old Clock on the Stairs (Longfellow).....	7-82
Children (Longfellow).....	39-129, 7-246
September (Jackson).....	39-257
Old Christmas (Howitt).....	39-204
Down to Sleep (Jackson).....	39-197
Break, Break, Break (Tennyson).....	1-144
Discontent (Jewett).....	1-123
Lines from "Ancient Mariner" (Coleridge).....	1-64
Village Blacksmith (Longfellow).....	1-106
March (Bryant).	39-285
Casabianca (Hemans).....	1-96
Poems to be read by the children, or to the children.	
Read and interpret all poems in the list to be memorized and as many as possible of the following:	
Bicycling Song (Beaching).....	16-196
God Rest Thee, Merry Gentlemen (Mulock).....	16-653
The Sea (Proctor).....	40-7, 16-258
A Sudden Shower (Riley).....	17-43
Under the Greenwood Tree (Shakespeare).....	1-147, 16-59
Parts of Evangeline (Longfellow).....	7-86
Pied Piper of Hamelin (Browning).....	30-219
We are Seven (Wordsworth).....	1-162
The Last Leaf (Holmes).....	3-239
The Three Bells (Whittier).....	1-94

Fifth Grade A.

Poems to be memorized (A minimum of three each term).
Do not use poems assigned to a higher grade.
An Apple Orchard* in the Spring (Martin)..... 16-63

The Day is Done (Longfellow).....	40-34
The King of Denmark's Ride (Norton).....	16-418
Gladness of Nature (Bryant).....	40-36
Excelsior (Longfellow).....	7-23
Woodman, Spare that Tree (Morris).....	40-61
Landing of the Pilgrims (Hemans).....	16-305, 40-38
What Do We Plant (Abbey).....	42-93
Captain's Daughter (Fields).....	1-98
The First Snowfall (Lowell).....	1-167

Fifth Grade A.

Poems to be read by the Children, or to the Children.
Read and interpret all poems in the list to be memorized
and as many as possible of the following:

The Battle of Blenheim (Southey).....	40-31
The Corn Song (Whittier).....	16-82
The Heritage (Lowell).....	40-118
Hunter's Song (Proctor).....	16-223
Lochinvar (Scott).....	16-427
Planting of the Apple Tree (Bryant).....	40-44, 16-59
Skating (Wordsworth).....	16-207
Skeleton in Armor (Longfellow).....	7-15
Psalm of Life (Longfellow).....	7-3
The Barefoot Boy (Whittier).....	39-211
Little Christmas Tree (Coolidge).....	42-160
Romance of the Swan's Nest (Browning).....	3-82
Landing of the Pilgrims.....	16-305

Fifth Grade B.

2. PROSE.

Stories (A minimum of three required each term).

Billy Beg and His Bull.....	19-225
The King of the Golden River.....	36-54
Gods and Men.....	23-13
How Odin Brought the Mead.....	23-36
Thor's Wonderful Journey.....	23-171
Thor Goes a Fishing.....	23-113

The Frogs and the Crane.....	45-11
King Alfred and the Cakes.....	48-5
Diogenes the Wise Man.....	48-108
Pippa Passes.....	12-104
How the Flag was made.....	42-99
The Storks.....	49-25
The Flying Dutchman.....	53-46
St. George and the Dragon.....	12-62, 53-11
Abraham and the Old Man.....	53-41

Fifth Grade A.

STORIES.

(A minimum of three required each term.)

Rip Van Winkle.....	38-44
The Brown Bull of Norrowa.....	36-1
The Good Luck Token.....	45-55
The Badger and the Bear.....	45-47
The Wild Swans.....	49-36
A Story of Robin Hood.....	48-28
Horatius at the Bridge.....	48-91
Whittington and His Cat.....	48-140
The Stone Cutter.....	12-96
The Story of Joseph.....	30-283
The Candles.....	49-66
What the Goodman Does is Always Right.....	49-227
The Proud King.....	53-1
The Little Thief.....	53-61

3. GRADE LIBRARIES.

Library books should be more freely used than in any preceding grades. The teacher should know thoroughly each book in the library and obtain lists of other books outside the grade library which she can recommend for home reading. Pupils of this grade are exceedingly fond of reading and the teacher's highest contribution to the

training of her pupils will be a wise direction of their reading into the channels of good literature. The pupil's taste will run to biography, adventure and discovery. This reading from a variety of books affords an inexhaustible source of material for oral and written reproduction, which will introduce an entertaining departure from the usual reproduction of a common theme.

A period should be set aside frequently for talking over with the pupils what they have read. The teacher may learn in this way the interests of the pupils and more effectively direct their further reading. The pupils will enjoy passing judgment upon the characters in the books which they have read. (See oral reproduction in this outline.) During the discussion of books the teacher should remain in the background that the children may talk freely.

III. PICTURES.

IV. OTHER SUBJECTS OF THE GRADE.

The other subjects of the grade provide a rich store-house of material for language purposes. These studies contribute topics for language lessons, and the language lessons contribute to them in turn by elaboration and enrichment. Employing material already developed is a double economy. Topics selected from these sources should be elaborated and specifically assigned to add the fresh interest so essential to successful language work. (For suggestions as to the use of this material see conversation in this outline.)

B. Reaction from Thought Material— Expression

Introduction.

The attention of the Fifth Grade teachers is called to the introductory paragraph in the Fourth Grade outline. The period of readjustment, and the critical attitude of mind on the

part of the Fourth Grade pupils towards their own language work, will carry over into the Fifth Grade. The steady drill of the Fourth Grade, and opportunities afforded in both grades for self-help and criticism, will begin to show results in greater proficiency in the use of language forms and technical elements of expression. Self-confidence and sureness will begin to be evident in the Fifth Grade and there will come a pleasure and satisfaction in the consciousness of acquisition.

The wide divergence between the child's idea of excellence and his actual accomplishment grows less as the work of the Fifth Grade advances. The inhibitive tendency of the Fourth Grade, though occasionally evident, will check the child's spontaneity less frequently. Commendation and appreciation will now do much to overcome this natural attitude of mind in Fifth Grade children. The teacher can bring back self-confidence by a timely word of praise. The children will be keen judges of whether it is deserved. The point is,—when deserved it should not be withheld.

Sometime during this term another tide of spontaneity will begin to gather which will come to its height in the Sixth Grade or early Seventh. The teacher should be watchful for the first signs of this new spontaneity and derive from it, for herself and her children, a new inspiration and greater love for self-expression.

I and II. EXPRESSION THROUGH COLOR AND DRAMATIZATION.

III. ORAL EXPRESSION.

1. CONVERSATION: Reactions from "A" I. and IV.

Outline.

1. Conversation becomes report and discussion.
2. Three classes of topics: known, partly known and unknown.
3. Relative values of three classes.

4. Full treatment of topics essential.
5. Pupils make investigation of topics.
6. Topics from other thought producing subjects.
7. Elaboration of these topics to maintain interest.
8. Definite assignments for investigation.
9. Topical recitations in other subjects.
10. Training for good habits of oral expression in all recitations.
11. Miscellaneous sources of topics.

Syllabus.

1. As in the Fourth Grade, the conversation lessons now partake of the nature of report and discussion upon topics involving other subjects of the grade within the range of the pupil's experience, knowledge or observation. This development of topics supplies an oral preparation for the longer and more sustained effort in oral invention.
2. Three classes of topics should be utilized: first, those which in content are entirely within the children's personal experience; second, those which are partly related to their experience, the unfamiliar portions suggested by the teacher's questions, or investigated by the pupils at home or in supplementary books available at school; and third, topics which must be developed by the teacher alone.
3. Pupils unaided will express themselves freely upon topics of the first class and, after investigation and development of topics of the second and third classes, they will express themselves as spontaneously because of the fresh interest in a new subject. The topics of the second and third classes have the added advantage of greatly enriching the pupils' lives since the topics have a relation, yet undiscovered, to their personal experiences.
4. The caution suggested in the Fourth Grade outline against the superficial and casual treatment of a topic

in which the children are absorbingly interested holds equally true in the Fifth Grade.

5. Greater satisfaction comes to the pupil when he is given the pleasure of finding, through investigation, the answers to his own or teacher's questions upon parts of a topic not already known. The contributions resulting from these investigations will often be disappointing to the teacher and the real contribution must ultimately be her own, but by offering the opportunity to investigate, the child is made self-helpful in personal search for information and self-enrichment. The appeal has been made to the child's love of doing things for himself and he is given the vital pleasure of at least attempting to help himself. The foundation is laid for his later growth in independent investigation, independent thinking and a self-respecting power of reliance on his own resources. Frequently a surprise is in store for the teacher when she discovers the latent possibilities of the child's power in independent investigation.
6. The subject-matter of the other subjects of the course of study furnishes splendid material for the English period when the teacher takes time to see that the proper impressions are made and the content properly interpreted and organized. Oral expression will easily follow this well planned impression. In a conversation period the material can be organized for both oral and written expression.
7. The other subjects will be greatly helped by the special attention thus given to them. Usually it will be necessary, if the interest is maintained in the subject-matter, to extend the topic beyond the development required in the other branch of study.
8. Pupils should be requested to investigate the topic for

themselves; what they already know serves as a foundation upon which to build. They will eagerly investigate some one topic in their history or geography—gathering together all facts and items of interest relating to some one city, one river, one production, one historical character, etc. The teacher may find it wise to assign definite items for investigation to each pupil. Assignments in general to the whole class will bring results from only part of the pupils. Assignment of different items to individual pupils secures the cooperation of all members of the class. The contributions are offered to the class and the teacher in the nature of a report which is discussed by members of the class in a conversation lesson.

9. During the recitation periods of other subjects of the course of study, the class should occasionally be given topical recitations in which pupils are called upon to discuss a subject without the spur of the teacher's questions.
10. In all recitations of the grade pupils should be taught to say clearly and coherently exactly what they mean. Correct habits in spoken language may be realized in the language lessons, only to be entirely lost in the other periods of the daily program unless the habit is continuous throughout all lessons. Pupils should learn that during the entire school day their statements should be clear-cut, complete and logical. The teacher should seldom supply part of the pupil's answer or statement. The attention should not be diverted from the other lesson nor the development of the other lesson interrupted; corrections and suggestions are offered incidentally or reserved for notice in the language lesson.
11. The teacher is referred to both I and IV of Section "A" for topics. Other sources are beyond enumeration: events and conditions of local interest, homes and life of people of other lands, journeys by sledge and mule

team, etc., current events, talks about books, and the wide range of interesting biography and nature study. The teacher's problem is to select from the abundance of material and to aid the child so to arrange it that he gains in power to think and to express his thoughts.

2. ORAL REPRODUCTION: Reactions from "A" II and IV.

Outline.

1. Stories selected for definite plot or clear character portrayal.
2. A taste for adventure, heroism and discovery prominent in this grade.
3. Plan for character portrayal.
4. Narration of plot and description of scene.
5. Plans for reproduction.
6. Co-operative outlines.
7. Pupils criticize other's reproductions.
8. Appropriating words and phrases of original stories.
9. Reproduction of stories of former grades.

Syllabus.

1. The stories for oral reproduction should be chosen for the clear and definite plot easily outlined or for clear character portrayal. Not all stories read by the pupils or told by the teacher are suitable for reproduction. The reproduction should be for one of two things—the retelling of the plot or a character portrayal—but only for one of the two at a time.
2. Fifth Grade children are rapidly developing a love of adventure and heroism. History of this grade is biographical. The idea of Discovery is probably the central idea of the grade. It will be natural, then, to make much of character portrayal in the reproduction of stories.
3. The character study will include the appearance of the character, what he does, what he says, how others feel

towards him, how he feels towards the other characters of the story, and what the character loves best. The children will thus see that reproduction means more than merely retelling the plot. The great and noble characters of history and story will inspire an idealism and a hero worship without which a child may fail of realizing his highest development.

4. The narration of the plot and description of a scene of the story must not be wholly sacrificed for the character portrayal. Narration and description should now be distinguished and pupils should consciously reproduce for one or the other. Because of its greater simplicity, narration has been largely utilized in grades below the Fourth. The proportion should now be increased in favor of description.
5. Before an oral reproduction is called for the story may be told or read in one lesson, repeated or discussed in another, and, when it is clearly understood by all the pupils, may be reproduced by several pupils, one at a time, and finally reproduced in its entirety by one pupil. At a subsequent lesson the story may be reproduced as a review lesson; the content is then familiar and greater proficiency in the use of correct language may be insisted upon than in the first reproduction.
6. An outline cooperatively developed by teacher and class will be an effective guide to an orderly and logical reproduction, particularly in the longer story. The outline serves the purpose of furnishing a guide and the assistance pupils require, and of training in independent reproduction. Assurance is thus given that the child will reproduce independently without the interruption of the teacher's questions. The pupils will then grow in the power of sustained effort and be freed gradually from too exclusive dependence upon the teacher.
7. The power of self-help and critical suggestion should be increased by encouraging the pupils to criticize each

other's reproductions and to offer suggestions of improvement.

8. They should continue to appropriate the words and phrases of the original. Their own growth in vocabulary, power of expression and correct use is still dependent upon imitation of good models. The living model of the teacher's expression is always the potent factor.
9. Occasionally the pupil should be permitted to choose stories reproduced in former grades for the exercise in reproduction of this grade.

3. ORAL INVENTION. { Reactions from "A" I, III and IV.
 } Resultant of Conversation.

Outline.

1. Sources of topics. Teacher's own topic.
2. Contributions of conversation to sustained oral invention expression.
3. Contributions of oral invention to child's growth in self-expression.
4. Training in speaking before others.
5. Review of well prepared topics best adapted for this training.
6. Pupils repeat their efforts in other grades.
7. Definite sources of topics:—
 - a. Topics in list.
 - b. Original and filling-in stories.
 - c. Elaboration of topic sentences.
 - d. Description and narration.
 - e. Pictures and mental pictures.
8. Cooperative outlines.
9. Greater spontaneity in inventive expression than in reproduction.

Syllabus.

1. The list of topics and pictures in Section A of the outline will suggest subject-matter for oral invention; but the teacher should develop her own power to discover subject-matter because, in topics of her own choosing, she will inevitably, being interested herself, inspire interest in her pupils.
2. Much of the work undertaken in conversation, through question and answer, report and discussion, will become longer units in oral invention. As the pupils advance through the grades, they gradually take a greater share in the conversation as the teacher takes proportionately less. The conversation lesson and the report and discussion of topics investigated may now be outlined for the more sustained effort in continued oral expression. The conversation lesson thus becomes the basis of original and sustained oral expression. On the basic oral side of expression larger and more exacting demands are made; clear and correct enunciation is insisted on; and the requirements of good form are emphasized.
3. Oral original expression develops the child's power of close observation, increases his vocabulary, develops his ability to express himself in the presence of others and emphasizes the necessity of telling things in accordance with a preconceived plan (outline).
4. The children learn to put a matter of experience, knowledge, observation or investigation clearly and forcibly before the class. The living language is the spoken language; the written is merely a conventionalized form of the spoken. Training in speaking before others will in time cease to impede the child, through nervous fear, from uttering his thoughts in the presence of others. The result will often be crude and unsatisfactory to the mature judgment of the teacher; but the effort is worth while if *finally* the child is given a composed, pleasing and forcible manner of speaking. At

least, he can be encouraged to speak frankly and freely with quiet self-possession and self-poise. If the issue is only self-control and self-respect, it is worth many times any efforts put forth to obtain it.

5. Review of well-prepared topics is best adapted to these first efforts in oral self-expression in the presence of others. The teacher should be positive that the topic selected for this work has been previously prepared by thorough investigation, report and discussion. It should always be review because confidence is thus given to each pupil in using material with which he is perfectly familiar. Hesitation and stumbling will not result where the subject is firmly fixed in mind.
6. Occasionally a pupil who has succeeded in approximating the teacher's ideal in sustained oral expression may be sent to another grade-room for change of audience. The help received is mutual,—gain in confidence for the individual and a model for others within their attainment because he is one of their number.
7. Among the sources of material for inventive expression are the following:
 - a. The topics of "A" I from the child's experience, knowledge or observation amplified by his investigation and partially prepared and discussed in the conversation lesson.
 - b. Original stories wholly invented by the pupils, if they show the power to do so, or based upon filling-in of one or more introductory paragraphs of a story read by the teacher.
 - c. The expanding of a topic or opening sentence into one paragraph, e. g., Yesterday, I found an old, worn pocketbook on the street. This topic sentence will suggest an incident and may be expanded into a paragraph.
 - d. Descriptions of places familiar to the children; descriptions of their interests outside of school; telling of some of the incidents common to their

every-day life; matters of local interest; current events; short biographies of characters of which they have read or of persons they know.

- e. Pictures translated into language story, or mental pictures synthetically produced by suggestive words and phrases furnished by the teacher, e. g., the teacher writes on the blackboard: Passenger steamer coming to the wharf—people crowding the hand-rail—a child's eagerness to welcome friends on the wharf—loses balance—a brave deck-hand—the rescue—cheers for the young man; the pupils tell the story and find a name for their mental picture.
8. After the first lesson in conversation or in oral inventive expression upon some one topic, it will be well to make an outline co-operatively. This will lead to fuller development of the topic and to proper order of time and event. The outline is a valuable aid in all oral inventive work and practically necessary when the topic is continued over two or more language periods.
9. There can be no question of the greater spontaneity in inventive oral expression over oral reproduction of Fifth Grade pupils. The personal element is now becoming predominant in the child's life and the new tide of spontaneity, becoming evident in the Fifth Grade, has its origin in the child's expanding personality and his consciousness of the acquisition of power in self-expression. The activity should be his, guided by the teacher's suggestion. Passivity becomes more and more the teacher's role.

IV. WRITTEN EXPRESSION.

Provided the proper preparation for written expression can be secured by a proportion of two oral lessons to one written lesson, the proportion of the written work may now be made one-third. This proportion, however, should be gradually ap-

proached, determined by the teacher's judgment of the pupils' proficiency in written expression. Oral expression should be part of every day's language period; written expression restricted to comparatively shorter portions of three or more periods a week.

WRITTEN REPRODUCTION: { Reactions from "A" II and IV.
Resultant of Oral Reproduction.

Outline.

1. Independent paragraphing; assistance if required.
2. Relation of sentences and the topic sentence studied in model printed paragraph.
3. Pupil's approximate proper use of standards established.
4. Relation of paragraphs studied by observation.
5. Co-operative outlines limited.
6. Short written papers of three or four paragraphs.
7. Value of fundamental work to later progress.
8. Written reproductions based on oral.
9. Caution in appropriating words and phrases of the original story.
10. A few only of the oral reproductions chosen for written work.
11. Division of reproduction among several groups of pupils or over several days.
12. Recognition due complete reproductions.
13. A pupil's reproduction used as model.
14. Review of stories of former grades.
15. Habits of self-helpfulness.

Syllabus.

1. Independent paragraphing should be required of the pupils in all their written papers. This requirement was first made toward the close of the Fourth A. Some assistance to individual pupils will still be necessary.
2. The proper relation of sentences to the leading thought in a paragraph should be studied; the topic

sentence will supply the leading thought of the paragraph. The relation of sentences and the use of the topic sentence should be studied in model paragraphs of the readers or other books, in model reproductions and in other written papers of pupils who have succeeded in developing good topic sentences and maintaining the relation of sentences in a paragraph.

3. The class as a whole will not be able, in all cases, consistently to practice the correct use of topic sentences and the proper relation of the sentences in a paragraph. The teacher should hold the ideal before the class and cautiously criticize the written work for these two objects.
4. The study of the relation of sentences leads to the study of the relation of paragraphs to each other. The utmost care should be exercised in requiring pupils properly to relate their paragraphs in their written practice. The relation of paragraphs should first be approached by observation of paragraphs in readers, etc. A good model prepared by a member of the class will set a standard for other pupils.
5. The co-operative outline will be the pupils' guide in study of relation of paragraphs in their written work. The outline should not be involved—two or three main topics with two or three related sub-topics.
6. The written papers should not be long. The use of a co-operative outline, the use of a topic sentence, the proper relation of sentences in paragraphs, and the proper sequence of paragraphs, must be secured in comparatively short papers of three or four paragraphs before this work can be extended to longer papers in the upper grades.
7. Pupils will only gradually realize the ideals which they study in the printed form and which the teacher places before them, but it is all-important that the foundation should thus be laid toward an ultimate realization of plan and outline, logical order of thought and proper

relation of sentences and paragraphs. Such a realization will never be the result of blind chance or mere imitation on the part of pupils, but of intelligent instruction by the teacher and consistent effort by the pupil. It should not be wholly discouraging to either because instruction and effort must be persistent.

8. Written reproduction of stories assigned to this grade and of topics selected from the Geography and History and other subject-matter of the grade, should follow previous oral reproductions carefully worked out and repeated, if necessary, until the content is perfectly familiar. If an outline is developed in the oral work, it should become the basis of the written reproduction. New and difficult words may be placed on the black-board.
9. Appropriation of the vocabulary and phrases of the original should be allowed in part, but it should not be permitted to the extent of appropriating whole sentences.
10. It should be sufficient to reproduce on paper a few only of the oral reproductions, the choice being determined by the interest in and familiarity with the content shown by the pupils in the oral reproduction. Thorough knowledge of the subject in hand before any writing is done will make the written reproduction absorbingly interesting and will increase fluency of expression.
11. If the written reproduction is liable to occupy too much of the language period, several groups of children should each contribute a part of the reproduction or the reproduction should be continued over several days. The whole reproduction will thus be the result of several groups of pupils, each contributing a part, or it will be the result of several lessons. The frequent writing of good, clear-cut sentences in one or two paragraphs is of as much importance as the longer and more formal written reproduction.

12. After this continuous effort recognition should be given to the best complete reproductions by having them read to the class. One reproduction carefully developed will bring a greater degree of satisfaction and pleasure than several reproductions only casually attempted.
13. Occasionally the teacher should select a well-written reproduction upon a topic treated independently by the pupil, or in common with the class, to fix a standard for the emulation of other pupils. This may also be written on the blackboard for class criticism and correction.
14. Occasionally pupils should write reproductions of stories read in preceding grades after the story is orally reviewed. Such an exercise will bring into prominence the advance which the class has made over previous efforts.
15. Pupils should now form the habit of looking over their written work before handing it in; they should make definite suggestions upon the work of others; they should examine carefully the corrections made by the teacher, rewriting the paper if necessary.

2. WRITTEN INVENTION. $\left\{ \begin{array}{l} \text{Reactions from "A" I, III. and IV.} \\ \text{Resultant of Oral Invention.} \end{array} \right.$

Outline.

1. All forms of expression contributing to written invention.
2. Short daily assignments; the right moment for inventive writing.
3. A few formal papers.
4. Written invention based on oral invention.
5. Available sources: conversations, filling-in of stories, descriptions and narrations, pictures, elaboration of the sentences.
6. Occasional impromptu writing.

7. Cooperative outlines embodied and vitalized.
8. Work extended over several days gains by lapse of time.
9. Habits of self-helpfulness.
10. Filing of a few papers of each pupil.

Syllabus.

1. Reproductions oral and written, oral inventive expression, the development of topics by conversation, report of investigations and class discussions are means toward more perfectly ordered original work.
2. Assignments in written invention should not demand prolonged effort from the pupils. Their inspiration will come from the sources mentioned above; but too sustained an effort will result in loss of enthusiasm and the interest so essential to fluency and spontaneity. There should be many, almost daily short exercises while the interest is keen. The right moment for inventive writing should be looked for and employed before the desire to write on the topic passes to a new interest in another field.
3. The material gathered in the daily practice may often furnish the subject-matter for long and more formal papers. A few such papers during the term should be sufficient to create the impression of an actual achievement. Proficiency and fluency of expression are more liable to result from daily practice of a few sentences in one or two paragraphs.
4. Written invention should invariably be based upon previous oral work. The same sources will supply subject-matter. Only a portion of the oral work should be chosen for a permanent record in writing. If the original sentences given in oral exercises have been written on the blackboard, corrected and arranged for order of sentences and paragraphs, such work could be copied by all pupils.
5. Among other sources the following are always available: the topics developed by conversation, class report

and discussion; the filling-in of a story suggested by one or more introductory paragraphs and original stories told in the oral inventive exercises; description of places and persons known to the pupils; relating of incidents of pupils' every day life; matters of local or current interest; description of their interests outside of school; stories and descriptions based on pictures; and the elaboration of a topic sentence into a paragraph. There is hardly any device more apt to produce a good paragraph than the elaboration of topic sentences which actually contain material for paragraphs.

6. Oral development of the subject in hand should almost invariably precede a written paper. Occasionally the teacher may wish to have the pupils write quickly upon some subject already so well known that it does not require oral preparation.
7. The use of co-operative outlines will be necessary when the assignments exceed one paragraph or two short paragraphs. Outlines previously developed in oral expression may now be embodied and vitalized by filling in the outline in the written paper.
8. Such work may be extended over several days. Pupils gain something by having the piece of work on hand for a while. The habit of giving time and thought to any genuine work is worthy of cultivation. Respect for the work comes if it is done with faithfulness. At the end, another actual achievement has been made. Such a plan does not interfere with the daily practice of a few sentences in one and two paragraphs; it merely means that the daily limited practice is applied on successive days to the elaboration of the same subject.
9. Pupils should continue the habit of criticizing and correcting their own written papers. The co-operative outline and the habit of self-criticism are valuable factors in developing the pupils' power of self-help. What they can do for themselves the teacher should never do

for them. Confidence on the teacher's part in their ability to help themselves will ultimately culminate in independent criticism on the part of the pupils.

10. A rough draft and a completed paper by each pupil from the beginning, the middle and the end of the term might be kept to show progress and to convince the pupils that there has been an advance in their power of self-expression.

2. LETTER WRITING.

Outline.

1. Letters of friendship continued.
2. Fifth B: Answers to advertisements.
3. Fifth A: Simple business letters.
4. Plans for development work.
5. Incentives for letters of friendship.
6. Accuracy and neatness in business letters.

Syllabus.

1. The friendly letters of the Fourth Grade should be continued, with attention to heading, salutation and closing, to the superscription of the envelope and to sentence and paragraph structure in the body of the letter.
2. *Fifth B*: Answers to advertisements will serve as the beginning of business letters of the Fifth A and Sixth Grade. Model letters should first be dictated to give the proper forms.
3. *Fifth A*: Answers to advertisements should be continued and business letters of a simple nature should be begun. Dictation exercises will furnish models for imitation.
4. In both the B and A Classes model letters of each kind should first be dictated in complete form; then the body of the letter dictated, the pupils giving the proper letter forms; or the heading, salutation and closing may be dictated, the class adding the letter itself. Oral pre-

paration of the content of the letter should usually precede the writing of the complete letter .

5. In letters of friendship it will be found profitable to allow the class to relate, describe or explain from the point of view of another, e. g., a character in a story or a person on his travels. Questions from other pupils or from the teacher may be answered in a letter. Letters may be written to parents or friends, to pupils of another grade, to pupils of another school in this city or elsewhere, to the teacher in reply to a letter from her. These and other incentives to letter-writing will give the motive without which letters written in school lose their reality and vitality.
6. Letters in answer to advertisements and business letters will easily supply their own incentive, if both destination and content of the letter are definitely assigned before writing is begun. Accuracy and neatness are essential business requirements in these letter forms.

C. Technicalities of Expression

(One period a week, in proportion, devoted to technical work. Instruction given when occasion demands and when directly applicable). .

I. ARRANGEMENT.

1. *A and B Classes*: The simple statements allowed in preceding grades should now become definite clear-cut sentences. Pupils should recognize sentences as declarative (statement), interrogative (question), imperative (command) and exclamatory (exclamation). Teachers may at their option allow pupils to use complex sentences, but no study of the complex sentence should be attempted.

Fifth A : Pupils can now be taught that the sentence has two parts, subject and predicate. They can learn to separate these parts from one another in complete sentences, and they should now be given drill in selecting the subject and

predicate. This knowledge of sentence structure is essential to the criticism which the pupils are asked to pass upon their own written work, and will much facilitate the teacher's work in correction of the pupils' faulty sentence formation. This division of a sentence into subject and predicate should not be included in a term test.

2. *A and B Classes*: Independent use of a paragraph is required of all pupils, with such assistance as is necessary from the teacher to the individual pupil. The elaboration of a topic sentence into a paragraph makes clear the relation of sentences to one central thought in each paragraph. Writing from an outline develops the sense of relation of paragraphs. The relation of the printed paragraphs should be more fully noted in readers, etc. It will also be profitable exercise to select the topic sentences from printed paragraphs.
3. *A and B Classes*: The cooperative outlines should be simple and brief. Two or three main topics with two or three sub-topics under each main topic should be sufficient requirement in this grade. This may be extended in the Fifth A to four main topics. Pupils should look upon the outline as a means of help in their own oral and written expression. The objection to the wholesale use of the outline is that it weakens the child's power to hold together as a whole the parts that compose a subject. This power of attention and of sustained thinking should be cultivated by frequently omitting the outline in the shorter forms of oral and written expression. However, in the longer efforts the outline becomes rather an aid to the development of power of attention and sustained thinking. Every form of discourse must be orderly and must have arrangement; order and arrangement imply some plan of the whole.

The teacher need not hesitate to give the pupils the outline, particularly when the order of main topic and sub-topic is too involved for the pupils to see the relation. Furthermore, the teacher should not hesitate to ask for impromptu, short work in oral and written expression, as exclusive drill

and routine in the use of outlines impedes fluency and leads in time to purely mechanical writing.

4. *A and B Classes*: Review of letter forms and envelopes in letters of friendship. Business forms for answers to advertisements in Fifth B and simple business letters in Fifth A.
5. *A and B Classes*: The headings and margins in written papers should be insisted upon in all written work. See Third Grade A syllabus for the forms.
See Fourth Grade syllabus for the suggested use of the line drawn between answers to questions and problems in arithmetic.

II. TECHNICALITIES OF LANGUAGE.

Fifth Grade B.

1. CAPITALS.

- a. Proper names in Geography and History afford excellent drill for review.
- b. Review of titles and names of Deity.

2. PUNCTUATION.

- a. Review of all preceding grades.
- b. Comma to mark off clause and phrase when out of their natural order.

3. ABBREVIATIONS.

- a. Abbreviations in Geography and Arithmetic.
- b. P. S., A. M., P. M., M. D., D. D., and other common degrees.

4. PREPARATION FOR DICTIONARY WORK.

- a. Review of accent marks, hyphen and syllabication marks.
- b. Review of diacritical marks of Fourth Grade and extended to three or more sounds of each vowel.
- c. Arrangement in alphabetical order of familiar words having unlike initial letters.

Fifth Grade A.

1. CAPITALS.
 - a. Review of Fifth B.
2. PUNCTUATION.
 - a. Review of Fifth B.
 - b. Comma in series of words.
3. ABBREVIATIONS.
 - a. Review of Fifth B.
 - b. U. S. A., abbreviations for States.
4. PREPARATION FOR DICTIONARY WORK.
Repeat work of Fifth B.

III. DICTATION AND WRITING FROM MEMORY.

A and B Classes: Dictation may be used to furnish models in simple and complex sentence structure; in the elaboration of a paragraph from a topic sentence and the relation of sentences to the central topic; in letter-writing; in the development of a written theme based upon an outline; and in the practice and testing of the use of technicalities. New and difficult words should be placed on the blackboard.

Dictation develops power of sustained attention and concentration; repetition of dictation destroys this power. Distinctness and clearness on the teacher's part are essential. Dictation serves a double purpose when it is employed to produce quiet in a nervous and restless grade. Pupils can correct their own work when the dictation is taken from books in the hands of all pupils, or when placed on the blackboard.

Poems, quotations and other selections, committed to memory, afford practice in the use of capitals and punctuation marks when written from memory.

IV. CORRECT USE.

(In course of preparation.)

Sixth Grade

(When distinctions are made between the work in the B and A Classes they are included in separate paragraphs, headed by the captions—Sixth B and Sixth A.)

A. Sources of Thought Material — Impression

I. EXPERIENCES OF THE CHILD'S LIFE.

Introduction.

The Sixth Grade Child is not distinctly different from the Fifth. Individuality just awakened is growing—slowly the children are realizing that they live in a world governed by laws—studying cause and effect gives opportunity for the generalization of these laws. Competition now is strong—boys especially are now beginning to be interested in organizations among themselves. This is the age of friendship forming.

1. PERSONAL.

A. *Home Life.*

1. How should a house be planned to make a good home?
2. How should a family be conducted to make a good family?
3. What is my place in our home?
 - a. Smaller children.
 - b. Mother, etc.
4. What is my favorite way of spending my vacation?
 - a. Summer.
 - b. Christmas.
5. Products (tea, etc.) brought into the home related to Geography.

6. The relation of the City to the home—plumber—gas man—milk man, etc., related to civic outline.
7. How I spent Saturday.
8. How I spent Sunday.

B. *School Activities.*

1. Track meet at Armory.
2. Rules governing a Boys' Athletic Club.
3. Rules governing a Girls' Athletic Club.
4. Who is my friend?
5. What must I be to be a good friend?
6. Description of a favorite game.
7. Of what value is Arithmetic (or any other subject) to me?
8. My favorite character in History, Literature, etc.
9. Plan a program for Assembly.
10. Manual Training suggests valuable material for language.
 - a. Manufacturing of tools, nails.
 - b. Best tool firms—why?
 - c. Costs of shop equipment.
 - d. History of development and growth of manual training.
 - e. Why we have Manual Training in school.
11. Sewing gives equal opportunity.
12. Holiday celebrations.
13. What do my tests mean to me?
14. A birthday of a noted
 - a. man.
 - b. woman.

These may be related to literature, history, music, nature study (scientists).

Selected when other outlines are ready.

C. *Street Incidents.*

1. Fire (See special outline).
2. The Story of the Messenger Boy.
3. What the police force means to the city.
4. Street cars.
Cost, making of—what good service means to the city.
How to get on and off, etc.
5. Why I am (or should be) a member of the Humane Society.
Special emphasis upon the horse.
 - a. Bit.
 - b. Docked-tail.
 - c. Sharp shod.
 - d. Heavy loads, etc.
6. How to treat frightened or ugly horses.
7. What I can see from a window at home.
8. Describe a show window. What did you like about it?
How could you improve it?
9. The ambulance.
How it serves the city.
10. Advantages and disadvantages of boys under 14 years selling papers.
11. Rules governing driving of horses, standing of horses, autos, etc.
(Many boys who go to work start out with driving horses).

D. *Child's Knowledge and Observation of Nature.*

See Nature Study Outline.

2. SOCIAL.

Child's Environment and Relation to Society and Humanity.

Since at this age pupils are having more social experience we can here give work in Language that will

be the outgrowth of purely social experiences.

1. Sleighrides.
2. Sports at parks, etc.
3. Behavior: What it is to be a gentleman.
What it is to be a lady, etc.
4. Programs for entertaining either at home or at school.
5. Our duties to our guests.
6. Invitations.
7. Replies to invitations.
8. Upon making calls and returning them.
9. The theater.

3. INDUSTRIAL.

Child's Knowledge and Observation of Industries—

- a. See Manual Training, Geography, Sewing Outlines.
- b. Requirements for School Record and Work Permit; health requirements for Work Permit.

4. CIVIC.

See outlines in Civics and Geography.

II. LITERATURE.

1. POETRY.

Sixth Grade B.

Poems to be memorized. (A minimum of three each term.)
Do not use poems assigned to a higher grade.

My Native Land (Scott).....	16-276
Consider (Rosetti).....	1-138
The Daffodils (Wordsworth).....	2-13, 16-79
The Flag Goes By (Bennett).....	16-324, 40-71
Hohenlinden (Campbell).....	2-21, 40-163
Night Quarters (Brownell).....	16-329
On the Grasshopper and the Cricket (Keats).....	16-114
The Charge of the Light Brigade (Tennyson)	16-537, 40-174

Battle Hymn of the Republic (Howe).....	16-331
America (Smith).....	39-61
The Watch on the Rhine (Schneckenburger).....	40-132
The Star Spangled Banner (Key).....	40-310
O, What is So Rare as a Day in June (Lowell)....	50-107
The Landing of the Pilgrim Fathers in New England (Hemans)	40-38
Woods in Winter (Longfellow).....	7-10
March (Bryant).....	39-285
Work (Cary).....	39-233
Poems to be read by the children, or to the children.	
Read and interpret all poems in the list to be memorized and as many as possible of the following:	
Columbus (Miller).....	16-301
Corrina's Going a-Maying (Herrick).....	16-197
King Robert of Sicily (Longfellow).....	7-267
For A'That and A'That (Burns).....	2-69, 40-82
How They Brought the Good News from Ghent to Aix (Browning)	40-84
Paul Revere's Ride (Longfellow).....	7-255
The Lighthouse (Longfellow).....	7-131
The Bell of Atri (Longfellow).....	7-308
Parts from Hiawatha (Longfellow).....	7-140
Lord Ullin's Daughter (Campbell).....	2-211
The Sailor's Wife (Mickle).....	2-135
Song of Marion's Men (Bryant).....	2-99

Sixth Grade A.

Poems to be memorized. (A minimum of three each term.)

Do not use poems assigned to a higher grade.

Bugle Song (Tennyson).....	40-199
A Day of Sunshine (Longfellow).....	7-249
The American Flag (Drake).....	40-285
Hail, Columbia (Hopkinson).....	40-283
Old Ironsides (Holmes).....	16-312
The Destruction of Sennacherib (Byron).....	16-548
Home They Brought Her Warrior Dead (Tennyson) ..	2-27
Ye Mariners of England (Campbell).....	2-163

Abou-Ben-Adhem (Hunt).....	40-73
Woodman, Spare That Tree (Morris).....	40-61
The Northern Seas (Howitt).....	16-226
The Cavalier (Scott).....	3-230
Poems to be read by the children, or to the children.	
Read and interpret all poems in the list to be memorized and as many as possible of the following:	
The Burial of Moses (Alexander).....	16-504
The Legend Beautiful (Longfellow).....	7-326
Minnows (Keats).....	16-45
To the Grasshopper and the Cricket (Hunt).....	16-115
Ruth (Hood).....	40-104
Lady Clare (Tennyson).....	40-92
The Builders (Longfellow).....	7-134
The Wreck of the Hesperus (Longfellow).....	7-17
King Solomon and the Ants (Whittier).....	52-120
The Ship of State (Longfellow).....	7-129
Ladder of St. Augustine (Longfellow).....	7-230
The Boy and the Angel (Browning).....	2-118
The Stars (Proctor).....	2-101

2. PROSE.

Stories and Literature Selections.

Sixth Grade A and B (a choice of one long or two or more short literature selections each term).

Do not use selections assigned to a higher grade. The selections for which no reference to the English Library is made are long stories which should be read by the class from sets of books. The shorter ones are for reproduction and conversation exercises.

For others, see lower grades.

Beginning Life in Philadelphia (Franklin).....	37-249
The Four Clever Brothers.....	35-64
Hans in Luck.....	35-69
The Image and the Treasure.....	53-43
The Monk and the Bird.....	53-78
Stories of American Statesmen	
The Rose and the Ring (Thackeray)	

The Forsaken Merman (Matthew Arnold)
 Undine (Fouque)
 Baby Bell and the Little Violinist (T. B. Aldrich)
 William Tell (Schiller)
 The Little Lame Prince (Martineau)
 The Great Stone Face (Hawthorne)
 Rip Van Winkle (Irving)
 Robin Hood
 Stories from Chaucer
 Stories from Spenser
 Stories from the Sketch Book (Irving)
 Birds and Bees (Burroughs)
 King of the Golden River (Ruskin)
 Snow Image (Hawthorne)
 Daffy-Down-Dilly (Hawthorne)
 Wonder Book (Hawthorne)
 Horatius at the Bridge (Macaulay)
 The Coming of Arthur (Tennyson)

3. GRADE LIBRARIES.

The development of a taste for good literature and the foundation of the habit of reading are conditioned upon continued and persistent efforts toward these ends through the grades.

The books of the grade library and lists of books suitable for Sixth Grade pupils should be kept in the focus of the pupils' attention. Many homes will appreciate the teachers's recommendations of suitable books for presents to the children.

Personal ownership of a few books at this age in the pupils' lives kindles the desire to possess more. A reading habit and a nucleus of a personal library established during the years of elementary school, give positive assurance of a growing library, and, consequently, the self-culture of its owner after leaving the school influence.

The personal interest of the teacher in the pupils' reading will be in many instances the determining factor in creating the habit of good reading. The teacher's highest contribution toward the training of her pupils will be the wise direction of their reading into the channels of good literature.

The teacher who brings this influence into the lives of her pupils will be gratefully remembered by them in later years.

Frequently a language period should be set aside in which pupils may talk informally and freely concerning the books they have read. They may relate portions of the plot, the scene of the book, the age of which it treats, its main characters, whether it is historical, fiction, biography, travel, etc. Outside reading furnishes an inexhaustible source of material for oral and written expression.

In all instances pupils should give the author, that in time they may have a feeling of personal friendship and attachment for favorite authors.

III. PICTURES.

Picture study should correlate with other outlines at hand.

IV. OTHER SUBJECTS OF THE GRADE.

As a source of thought material for language purposes the thought-producing studies now become surplus riches. History, geography, nature study and other subjects in this grade are such broad and many sided subjects that great freedom of choice among innumerable and attractive topics is offered. All kinds of topics in narration, description, exposition and even argument are given in profusion.

Topics selected from these sources are natural and easy centers of thought. The content is clear; ideas come readily to the

pupil's mind; and some of the language difficulties have already been overcome. The language lesson has its own special requirements to meet. Removing any unnecessary difficulties as to thought content leaves the mind free to struggle more effectively with the special difficulties in the form of expression.

Employing material already developed is a double economy; it supplies material for expression ready at hand and enriches the other subjects. Topics selected from these sources should be elaborated and specifically assigned to add the fresh interest essential to good expression.

(For suggestions as to the use of this material, see "Conversation and Recitation" of this grade.)

B. Reactions from Thought Material— Expression

Introduction.

The child's development is a continuous development—enlarging rapidly at times, but never so rapidly as to break the continuity, hence the necessity of continuing the work of former grades as well as meeting the specific requirements of this grade.

By the end of their sixth school year pupils should have well-established habits in the matter of form and arrangement, in the use of sentences and the paragraph, in elementary punctuation and capitalization and in other mechanical elements of expression. They have been trained in the use of the cooperative outline and have learned, in some degree, the habit of orderliness in their work. Their power of self-helpfulness has been increased through personal investigation of subject matter and the habit of criticizing their own written work before submitting it.

Familiarity with the mechanics of expression and self-confidence in their use pave the way for a new tide of spontaneity, becoming evident in the Fifth Grade and reaching its height in the Sixth Grade or early Seventh—before the age of self-consciousness coincident with the adolescent period is reached. Expression both oral and written should now exhibit a growth in fluency.

But it is equally important that the steady drill of the Fifth Grade upon the mechanics of expression should be continued. Otherwise the gain made will be lost and cannot be carried over into the Seventh and Eighth Grades.

I and II. EXPRESSION THROUGH COLOR AND DRAMATIZATION.

III. ORAL EXPRESSION.

1. CONVERSATION AND RECITATION : Reactions from "A" I and IV.

Outline.

1. Conversation continued in upper grades for two purposes.
 - a. Oral preparation for more sustained efforts in oral invention.
 - b. Emphasis upon relation of expression in other recitations to expression work in language.
2. Conversation includes questions and answers, investigations of topics, reports and discussions.
3. Development of topics by pupils. A suggested plan for the successive steps from preliminary conversation to final written invention.
4. Elaboration of topics from other studies.
5. Beginning of reference studies.
6. The teacher—the passive agency; the printed page in the hands of pupils—the active agency.
7. Definite assignments to individual pupils or groups for investigation or reference study.
8. Habit of good expression continues through all recitations.
9. Corrections incidental, or reserved for language period.

Syllabus.

1. Conversation is continued in the upper grades for two purposes.
 - a. It affords oral preparation of subject-matter for the longer and more sustained efforts in oral invention.
 Conversation contributes to oral invention; and both, in turn, furnish material as the basis of work in written invention.
 - b. The sub-division "Conversation" in the course of study is now changed to "Conversation and Recitation" to emphasize the natural relation of expression in other recitations to expression work in language. The recitation periods of other subjects should now be formally included with language work.
2. A topic is not now selected with the sole aim of a conversation lesson. When subject-matter requires preparation for oral or written invention, the preparation will partake of the nature of conversation, question and answer, investigation by the pupils, report of the investigation, and a class discussion of the report, all of which properly belongs to this section of oral expression.
3. Whether the topic selected is from the experience of the pupils or from the subject-matter of other school studies, pupils should be required to investigate the topic for themselves; their present information forms a foundation upon which to build.
 - a. The topic should be talked over in class to bring forth the pupils' contributions to its development, to show them that they already know something of the subject and to arouse a desire to know more.
 - b. Then the investigation will throw more light upon the topic.
 - c. A lively oral discussion will be stimulated which adds much to interest and clearness.

- d. New ideas have thus been gathered. The material has been arranged and the topic is developed—ready for use in the longer effort in oral invention.
 - e. Finally there comes an eagerness to write about the topic because the pupils have made the delightful discovery that a good deal might be written.
4. In dealing with topics from other subjects of the course of study, it will usually be necessary to extend the topic beyond the development in the other lesson. This assures that interest is maintained. The topic should be definitely limited, e. g., pupils may be required to gather together by investigation facts and items of interest regarding some one city, one river, one production, one historical event, one historical character or one epoch of history, etc.
 5. In History and Geography there should now be the beginnings of reference studies—the more formal and valuable form of personal investigation. The reports of the pupils' reading will furnish good expression exercises. Reference work gives genuineness to both History and Geography.
 6. The teacher should become more and more the passive agency in school work as the grades advance; the subject of study, particularly the printed page, should become the active agency in the hands of the pupils.
 7. The teacher will find it wise to assign definite items for reference study or investigation to each pupil. Assignments in general to the whole class will bring results from only part of the pupils. Assignment of different items to individual pupils, or separate groups of pupils, secures the co-operation of all the class.
 8. The practice of good expression must be sustained through all recitations, if it is ultimately to become fixed as a habit. What has been gained in the language lesson is sure to be lost unless the effort is continuous through all recitations. Pupils should learn that dur-

ing the entire school day their statements should be clear-cut, complete and definite. The teacher should seldom supply part of the pupil's answer or statement.

9. Corrections of violations of good English in other recitations should be incidental, or reserved for notice in the English period, to prevent interruption in the continuity of thought and development.

2. ORAL REPRODUCTION: Reactions from "A" II. and IV.

Outline.

1. Stories gradually replaced by selections from literature. Both used in Sixth Grade.
2. Topics from readers and other subjects of the grade.
3. Successive steps in oral reproduction.
4. Co-operative outlines in longer reproductions.
5. Independent reproductions from outlines.
6. Pupils' criticism of one another's reproductions.
7. Appropriating words and phrases of the original—a caution.
8. Short reproductions from one reading for concentration.
9. Description should exceed narration; some exposition.
10. Reproduction should decrease in proportion as invention increases through upper grades.

Syllabus.

1. As the pupils' minds are more and more freed from mechanical difficulties, through the steady drill of the Fourth, Fifth and Sixth grades, the emotional side of literature makes a stronger appeal to them as a basis of work in oral and written expression. Hence the exclusive use of stories of former grades is replaced by a gradually increasing proportion of longer selections from literature. Stories with clear, definite plots or clear character portrayal should continue to be used; but with these there should also be given longer selections from literature. (See "A" II.)

2. Another source of material for oral reproduction is to be found in the Readers of the grade. When topics are selected from other subjects of the course of study but not elaborated in the language lesson, they also become lessons in oral and written reproduction rather than inventive expression.
3. Before an oral reproduction is called for the story or selection may be told or read in one lesson, repeated or discussed in another, and reproduced in a third lesson by several pupils and finally by one pupil, if not too long. The reproduction may be repeated at a subsequent lesson when greater proficiency in the use of language may be insisted upon, as the content is then perfectly familiar.
4. In the longer reproductions closer attention should be given to the logical arrangement of the material in the story or selection of literature to be reproduced. Co-operative outlines will aid the pupils to grasp the thought as a whole and to reproduce its parts in logical order.

Reading lessons, stories or selections from literature, may be studied to get the main thought or topic sentence of each paragraph. Finding such topic sentences (with sub-topics added) gives pupils an opportunity to co-operate in the making of the outline.
5. Pupils should reproduce independently with the aid of their outlines and without the interruptions of the teacher's questions. Dependence upon the teacher in reproduction should be wholly discouraged. Later in this grade and in the Seventh and Eighth the outline should no longer be co-operative, but left to the independent development of the pupils.
6. Pupils should not be wholly dependent upon the teacher for suggestive criticism. They should in oral reproduction criticize one another's reproductions and offer suggestions for improvement.

7. Their growth in vocabulary, power of expression and correct use is still dependent upon the imitation of good models. The most potent factor in this imitation is the living model of the teacher's expression. Pupils should, therefore, continue to appropriate the words and forms of expression of the original story or selection. A caution must be observed in this imitation. Whole sentences and paragraphs should not be appropriated, as thereby the pupils may be brought to a state of helplessness in self-expression.
 8. To train pupils to close attention and concentration short stories should occasionally be read once, and only once, and the pupils required to reproduce them orally.
 9. Reproduction affords scope for narration of plot and description of scene, character and life of characters in story or literary selection. Narration and description should be distinguished; and pupils should consciously reproduce for one or the other. Description should be in greater proportion than narration. Some simple work in exposition may be given where the reproduction permits.
 10. Reproduction should decrease in amount as the grades advance and inventive expression increase; both forms should be continued throughout the elementary school, reproduction gradually giving place in proportion to the higher forms of expression—oral and written inventive expression.
3. ORAL INVENTION: { Reactions from "A" I, III and IV.
Resultant of Conversation.

Outline.

1. Relation of conversation, oral invention and written invention.
2. Some topics chosen not previously worked over.
3. Review of well-prepared topics basis of sustained oral expression in presence of others.

4. Results crude and unsatisfactory—these are preliminary to ultimate power.
5. Self-possession—self-poise—self-respect—are issues of this training.
6. Plans for oral invention.
 - a. Original stories.
 - b. Filling-in of stories.
 - c. Adding plot or scene to story reproduced.
 - d. Elaboration of topic sentences.
 - e. Pictures.
 - f. Mental pictures from suggestive phrases.
 - g. Amplification of proverbs, fable or newspaper heading.
 - h. Elaboration of topic from History, Geography, Nature Study, etc.
7. Reference to Fifth Grade syllabus for treatment of topics, known, partly known and unknown—caution against superficiality.
8. Pupils' widening lives find greater spontaneity in inventive expression.

Syllabus.

1. The work in development of subject-matter in the conversation and recitation sections of this syllabus contributes directly to the more sustained effort of oral invention. Ideas have been gathered by conversation, investigation, report and discussion and it remains in oral invention to arrange this material, ready at hand, into a co-operative outline from which pupils give orally a connected and continued treatment of the topic under discussion. This oral practice in inventive or original expression becomes the basis for a later lesson in written invention.
2. Topics selected for oral inventive work not previously worked out in a conversation period should be used for short efforts in oral expression, usually to be inter-

- rupted by the teacher's suggestions or by the pupils' criticism of each other. Outlines should be omitted.
3. Review of well-prepared topics is best adapted to the longer and more sustained efforts in oral self-expression in the presence of others. The co-operative outline is essential to furnish the aid and guidance the pupil requires. Hesitation and stumbling are not as liable to result when the pupils are perfectly familiar with their topics. Training in speaking freely and forcibly before others will in time banish the nervous fear which impedes many in any effort of self-expression before an audience large or small.
 4. The results will be crude in the Sixth Grade and unsatisfactory to the mature judgment of the teacher, but the attempt assures a beginning toward an ultimate command of a composed, pleasing and forcible manner of speaking. Frequently where this ability is lacking, it is due to the fact that these first efforts were not encouraged because of their crudeness and immaturity.
 5. Self-possession, self-poise, and self-respect are results of this training which are beyond question worthy of every effort made and all the time spent in the work of oral invention. Pupils should be taught to stand before the class, erect in bearing, to speak clearly and freely and to develop their topic in accordance with the co-operative outline. If some degree of confidence in oral inventive expression is established before the self-conscious age of adolescence, pupils will be carried over this inhibitive period.
 6. The following devices will be found helpful:
 - a. Original stories wholly invented by the pupils, if they show the power to do this.
 - b. Original stories based upon filling-in of one or more introductory paragraphs read by the teacher.
 - c. When a story has been reproduced pupils add something of their own invention as dialogue, additional scenes or amplification of plot.

- d. Expanding a topic sentence into one paragraph, e. g.,
To have done the right thing was a great comfort to him. This topic sentence will suggest an incident and may be expanded into a paragraph.
 - e. Pictures translated into a language story.
 - f. Mental pictures synthetically produced by suggestive words and phrases, e. g., the teacher may write upon the blackboard the following, the children tell the story suggested and give their mental picture a name: A winding river—tree covered river banks—wide stream—boats of pleasure—vessels of commerce—wharfs along the river banks—the river's value to the community.
 - g. Amplification may also take the form of enlarging upon a proverb, a fable or a newspaper heading.
 - h. The elaboration of a topic chosen from the Geography, History, Nature Study or other subjects of the course of study.
7. Teachers are referred to the Fifth Grade Teacher's Syllabus for the treatment of the three classes of topics—known, partly known and unknown, and the caution against superficiality.
8. As pupils advance through the grades personality expands and contact with the world about them widens their experience; their consciousness of growth of power in self-expression develops with their lives. Hence greater spontaneity and freedom of expression are to be found in inventive expression than in reproduction. Inventive expression affords the outlet for new impressions.

IV. WRITTEN EXPRESSION.

The power of children to comprehend and to express themselves orally should, and always will, exceed their power to express themselves in writing. At all stages of their advancement

their ability in oral expression should always be in advance of their ability in written expression. The development of language power is more rapid through oral expression. Hence, even in the Sixth Grade, it should exceed in proportion the amount of work attempted in written expression. The proportion should be at least two-thirds oral work to one-third written. Oral expression will be part of each day's program in language and other subjects. Written expression should be restricted to comparatively shorter portions of the periods and should be called for when oral work has prepared the way for written expression.

1. WRITTEN REPRODUCTION: { Reactions from "A" II and IV.
 { Resultant of Oral Reproduction.

Outline.

1. Independent paragraphing required.
2. Relation of sentences in a paragraph; the topic sentence and the relation of paragraphs studied by observation.
3. Use well-written paper as class standard; pupils' practice and established ideals do not necessarily conform.
4. Need of persistent instruction and practice. Tasks assigned to meet growing power of pupils.
5. Cooperative outlines; pupils take greater share; outlines omitted in short reproductions.
6. General plan for written reproduction.
7. Sources of written reproduction. Limited number of oral reproductions given for written work.
8. Reproductions divided in parts among pupils; frequent writing in short reproductions.
9. One complete reproduction every four or five weeks.
10. Pupils' habit of correcting their own papers before submitting them should be rigidly maintained.
11. One period a week given to individual help as pupils write.
12. A special aim in language forms fixed for each lesson.

13. Exercises in sentence structure.
14. Establishing a class room standard.

Syllabus.

1. Independent paragraphing should be required of all pupils in every written paper.
2. The proper relation of sentences in a paragraph to the leading thought, the use of the topic sentence which contains the leading thought and the proper relation of paragraphs to each other should be studied by observation of model paragraphs in readers, grade library books, supplementary books, selections of literature, etc.

The written papers of the pupils should also be frequently reviewed for the purpose of giving attention to the relation of sentences and paragraphs and to the use, in some degree, of the topic sentence.

3. Occasionally a written paper which has approximated the realization of these three essentials of good arrangement should be set before the class as a standard. Pupils of the Sixth Grade may not uniformly adhere to the proper relation of sentences and paragraphs and of topic sentences; but the ideal should always be placed before them that they may know the standards to which good literature conforms.
4. Realization of the ideal will not come by chance, but through instruction by the teacher and continued practice by the pupils. Neither teacher nor class should be entirely disheartened because the instruction and practice must be persistently repeated. As the pupils grow older their power of expression and their comprehension increase and the tasks given them should command their full strength and therefore their respect.
5. The co-operative outline will be the pupils' guide in the relation of paragraphs to each other. In the making of this outline pupils should be urged to contribute what they can to the arrangement of main topics and

sub-topics. When the order of topic and sub-topic is too involved to be seen clearly the teacher should make the outline for the class. In this grade, however, the first step should be taken toward making the pupils self-helpful in outlining, gradually preparing them for the requirement of the Seventh Grade for independent outlines. In short reproductions the outline should be omitted, if for no other reason than to show that it is a mechanical device not wholly indispensable.

6. Written reproductions should be based upon previous oral reproductions carefully worked out until perfectly familiar; a co-operative outline used in the oral reproduction should be followed in the written exercise as the pupils' guide in arrangement. New and difficult words may be placed upon the blackboard. The words and phrases of the original may be appropriated; but the caution against wholesale appropriation of sentences (see oral reproduction) should be observed.
7. The sources of reproduction have been referred to in oral reproduction as stories, selections from literature, topics from Geography and History and other subject-matter of the grade. A few only of the oral reproductions should be undertaken in written reproduction.
8. The written reproduction may be distributed in parts among several groups of pupils. The frequent writing of good, clear-cut sentences is of comparatively more importance than the longer, more formal and complete reproduction which requires continued effort over several days. Short reproductions which can be completed in one period will serve the purpose of affording practice in writing.
9. One complete reproduction continued over several periods should be undertaken every four or five weeks. After this sustained effort recognition should be given to the best reproductions by having them read in the class. The class should have the satisfaction and pleasure which come from an achievement carefully planned.

10. Pupils should be held to the habit of looking over their own pages before handing them in. This power of self-help will in time become a boon to the pupils in the pleasure they take in doing things for themselves, and a boon to the teacher in relieving her of work which can and should be done by the pupils.
11. In developing this power it may be necessary to devote at least one period a week to giving pupils individual criticism as they write. The teacher may pass among the class, quickly noting and correcting errors and using the blackboard to show correct form; corrections offered in the process of writing may concern appearance of pages, paragraphing, sentence structure, punctuation, spelling, the wrong use of words, etc. A correction offered in this way is usually more effective than the formal criticism passed upon a paper after it is written. Pupils should be required to help themselves as far as possible.
12. It will also be profitable to have a special aim in each lesson—correct paragraphing, relation of sentences in paragraphs, sentence structure, correct usage of words, punctuation, etc. One essential aim will be the correction of some common error in a former lesson.
13. The period devoted to co-operative correction of errors may be varied by giving exercises in transforming, combining, condensing and otherwise varying the pupils' sentences in order to express more exactly or more tersely what they have to say. A period thus devoted to improving poor samples of sentences which pupils have written will develop in them a consciousness of good sentence structure.
14. The teacher should work toward fixing a class room standard in written expression which must be high enough to inspire pupils to their best efforts. Continuous care in the sympathetic correction of common and frequent violations of good English will be far more

effective than a standard of excellence impossible of attainment.

2. WRITTEN INVENTION: { Reactions from "A" I, III and IV.
Resultant of Oral Invention.

Outline.

1. Relating written invention with conversation and oral invention bridges over the gap between oral and written expression.
2. Proportion of written invention should exceed written reproduction.
3. Reference to syllabus in oral invention for material and plans.
4. Teacher writing with class to create a common bond in the same effort.
5. Pupil's originality conditioned on his own view-point; teacher's judgment kept in background.
6. Daily practice in short papers.
7. Choosing the right time for original writing.
8. Daily practice to follow oral development of topic on same or succeeding day.
9. Daily practice on sub-topics of a subject continued over several days; this develops the habit of giving time and thought to continuous work.
10. A long, formal paper every four or five weeks based upon topics used in daily practice.
11. Impromptu writing upon familiar topics not previously developed.
12. Pupil's habit of self-help in criticizing papers enforced.
13. Special aim in correct form for each lesson.
14. Rough drafts and completed papers of each pupil kept on file to show progress.

Syllabus.

1. Assignments for written invention should be selected from topics previously developed in the conversation

and oral invention lessons. Facts have been told and retold and the telling criticized by various members of the class; the pupils are asked to tell on paper something which they know too well to forget and in which they are too much interested to be daunted by the mechanical difficulties of written expression; such a process bridges over the formidable gap between oral and written speech making the latter distinctly easier and more natural. Only a portion of the oral work should be chosen for a permanent record in writing.

2. As the pupils advance through the grades they should invent more and reproduce less. The proportion between written reproduction and written invention should now be in favor of the latter. This proportion is conditioned upon the pupils' proficiency and interest in inventive self-expression and should be determined by the teacher's judgment. A greater proportion of original writing will be in most cases the pupils' own choice.
3. The range of topics, the sources of material and plans for inventive expression have been given under oral invention, to which teachers are referred.
4. Teachers will stimulate their pupils by writing with the class on the subjects assigned. A bond of sympathy in the same effort made by teacher and pupils will be established, which will encourage the pupils, increase the teacher's own power and give a point of view common to both teacher and class. The teacher's criticisms and suggestions, following such an experience, will be sympathetic and win a measure of response from the pupils never to be gained where the teacher is merely a directing critic.
5. Both teacher and class should write independently. The teacher's judgment should be kept in the background prior to the writing. The child's originality is conditioned on his own view-point, not the teacher's. Productions full of adult opinions and judgments are prima

- facie evidence of lack of children's originality; the aim is to secure the results of the pupils' own mental efforts, **no matter how childish and crude** they may be.
6. Written expression, like oral speech, is a habit; and there should be at least daily practice in written invention or written reproduction. Proficiency and fluency of expression are more liable to be the products of short daily practice in the writing of two or three paragraphs than of longer and more formal papers at irregular intervals.
 7. Assignments in written invention should not, except as indicated later, call for prolonged efforts from the pupils. The desire to write will come as the interest develops in the topic; and the right moment for writing should never be decided by program but be chosen when the pupil's enthusiasm and spontaneity are plainly manifest. Postponing the writing after this moment means the loss of the right opportunity.
 8. Daily practice will most naturally follow the oral development of a topic in the same or succeeding day's language period. Such topics will not usually demand either a sustained oral or written effort, e. g., the elaboration of a topic sentence, the filling-in of a story, a short original story, a short description or narration based upon a picture, amplification of a proverb, a newspaper heading, etc.
 9. Daily practice upon sub-topics of a subject may be continued over several lessons. The power of continued and repeated application to the same general subject brings a final satisfaction in an actual achievement which contributes much to the pupils' self-reliance. The habit of giving time and thought to any genuine work is worthy of becoming a fixed possession in the pupil's training. Fidelity in the performance of an undertaking develops respect for the work. Co-operative outlines previously employed in oral preparation will be essential to the elaboration of the sub-

ject in this limited practice on successive days. Each day's contribution will be restricted to a relatively small portion of the day's language period.

10. Once every four or five weeks the longer and more formal paper in written invention should be required, that pupils may learn to treat a subject fully and logically at one given time, and that they may gain the power of handling larger units of material. This occasional formal paper may be based upon the topic developed in daily practice upon successive days, upon Geography or History, upon a topic chosen from the pupil's experience, etc.
11. Frequently, quick, spontaneous writing should be called for upon some subject already so well fixed in the minds of the class that it does not require oral preparation .
12. Pupils should continue the habit, suggested in written reproduction, of criticizing and correcting their own written work before handing it in. What they can do for themselves the teacher should not do for them.
13. The practice of having a special aim in each written lesson, also suggested in written reproduction, e. g., paragraphing, sentence structure, punctuation, etc., should be continued in written inventive work.
14. A rough draft and a completed paper by each pupil from the beginning, the middle and the end of the term might be kept to show progress, and to bring to pupils the inspiring conviction that they have made progress in their power of self-expression.

3. LETTER WRITING.

Outline.

1. Letters of friendship continued.
2. Various incentives for letters in social correspondence.
3. Business correspondence the main work of the Sixth Grade.
4. Definite, business-like assignments for letters.

5. Avoiding stereotyped opening sentences.
6. Folding letters and addressing envelopes.
7. Accuracy and neatness the primary aims in business correspondence.

Syllabus.

1. Letters of friendship should be continued from former grades. Some attention should be given to the content of social correspondence; pupils should acknowledge letters received with some reference to their contents; reply to the friend's inquiries; include in the answer items of interest to the friend; ask questions the writer may wish answered and close with expressions of respect, esteem or affection.
2. Friendly letters should be motivated for the reality and vitality which letter-writing requires. Pupils may write from the point of view of another, e. g., a character in a story, a person supposed to live in some foreign country describing the life as studied in Geography, an historical character whose letter will contain some of the incidents in the biographies studied in History, or a person on foreign travel again employing material already prepared in Geography. Letters of friendship may also be written to friends or relatives, to pupils of another grade, school or city and to the teacher in reply to a letter from her.
3. In the development of letter-writing through the grades, while friendly letters should be continued to prevent an entire break in the work of former grades, the main practice in letter-writing of the Sixth Grade should be in business correspondence.
4. Business letters easily supply their own incentives—the business firm, the address and the nature of the communication could be definitely assigned. Letters of actual business correspondence can be obtained and dictated to make plain the prevailing business custom. Such letters may also be answered.

5. Pupils should be taught to avoid trite opening sentences which have become stereotyped. Modern business methods require that the subject be introduced at once without unnecessary preface.
6. The proper form of folding letters and addressing the envelopes will contribute to making letters real.
7. Accuracy and neatness are the essential requirements in business correspondence; and both should be insisted upon as the primary aims in all business letters.

C. Technicalities of Expression

(One and one-half periods a week, in proportion, devoted to technical work in the Sixth B and two periods a week in the Sixth A).

I. ARRANGEMENT.

1. *Sixth B*: Pupils should continue to recognize sentences as declarative, interrogative, imperative and exclamatory. They should continue the use of clear-cut simple sentences. Pupils may gradually begin the use of the complex sentence. They should have practice in combining short related sentences into one longer complex sentence and of dividing a complex sentence into simple sentences. The distinction of form between simple and complex sentences and the structure of the complex sentence are thus made plain. The modifying phrases are now expanded into clauses.

In order to write good sentences pupils should see clearly the subject, the predicate and the modifying parts of a sentence. Exercises should therefore be given in selecting the simple subject, the simple predicate and later the complete subject and predicate.

Sixth A: Work of Sixth B should be continued in kinds of sentences as to use and as to division of a sentence into simple and complete subject and predicate. The use of

simple and complex sentences should be extended to include compound sentences.

After some practice in writing compound sentences, pupils should recognize sentences as to form—simple, complex and compound. No further study other than merely recognizing the form should be attempted.

Exercises may be given in combining simple sentences into a compound sentence and vice versa. Expanding, condensing and transforming sentences will do much in developing a sense for good sentence structure.

Combining, contracting, comparing and relating two or more things or ideas are in themselves valuable mental training in addition to their contribution in developing power in sentence structure.

2. *A and B Classes:* Teachers are referred to the introductory paragraphs of written reproduction for suggestion as to the use of paragraphs, unity of sentences and relation of paragraphs.

Pupils should now paragraph independently. The elaboration of a topic sentence requires unity of sentences in treating a central thought. Writing from an outline insures relation and logical order of paragraphs. Both related sentences and related paragraphs should be observed in their exemplification in the printed pages of readers, etc.

Pupils should not be rigorously held to actual practice of such relations in their written papers. It is, however, essential that the standard be placed before them.

3. *A and B Classes:* Suggestions in regard to the use of co-operative outlines have been given under written reproduction in this syllabus. Pupils should take a greater share in making the co-operative outlines than in preceding grades. They should make distinctions between the essential and non-essential, distinctions which heretofore have been made largely by the teacher.

During the Sixth A term some simple outlines should be made by the pupils unaided.

Outlines should not be carried so far into detail that all spontaneity is taken away in writing. Outlines should be used as guides and helps in oral and written expression; pupils should use them only as aids in their work of expression that they may avoid becoming slavishly dependent upon them. Outlines should be omitted in the daily practice of written expression and in other short exercises of oral or written expression. Serious objection may be made to outlines if the above cautions are not observed.

4. *A and B Classes*: Review of letter forms in letters of friendship. Business forms for business correspondence.
5. *A and B Classes*: The headings and margins in written papers should be insisted upon. (See General Digest and the Third Grade A syllabus for the forms.)

II. TECHNICALITIES OF LANGUAGE AND GRAMMAR.

Sixth Grade B.

1. CAPITALS.
 - a. Review of preceding grades.
 - b. Require proper use of capitals in all written papers.
2. PUNCTUATION.
 - a. Review of preceding grades.
 - b. Comma separating person addressed from the rest of the sentence.
 - c. Quotation marks in broken quotations and in broken quotations that are questions or exclamations.
3. ABBREVIATIONS.
 - a. Review of preceding grades.
 - b. Business practice, as O. K., C. O. D., f. o. b., inst, ult., etc.
4. PREPARATION FOR DICTIONARY WORK.
 - a. Review the previous work.
 - b. Teach uses of the following:

1. Words at top of dictionary page.
2. Diacritical key.

5. GRAMMAR.

Kinds of sentences as to use.

Simple subject—simple predicate, complete subject—complete predicate.

Sixth Grade A.

1. CAPITALS.

- a. Review of Sixth B.

2. PUNCTUATION.

- a. Review of Sixth B.

- b. Caution against quotation marks in indirect quotation.

3. ABBREVIATIONS.

- a. Review of Sixth B.

- b. i. e., e. g., viz., anon., mdse., Messrs.

4. PREPARATION FOR DICTIONARY WORK.

- a. Repeat work of Sixth B.

- b. Abbreviations in defining words:
n., a., v., adv., pron., sing., pl.

5. GRAMMAR.

Kinds of sentences as to form (no term test should include this division of sentences). Recognition of the following parts of speech in simple forms: nouns, pronouns, verbs, adjectives and adverbs.

III. DICTATION AND WRITING FROM MEMORY.

Dictation should be used to furnish models in complex and compound sentence structure; in the unity of sentences in a paragraph; the proper relation of paragraphs; in business letters and in any other form or method of written expression which the teacher is developing. It is also used in the practice and testing of technicalities. New and difficult words should be placed on the blackboard.

Dictation cultivates power of sustained attention and concentration; a sentence, clause or modifying phrase should be given at a time, and never repeated. It trains the ear, serves to connect oral or spoken with written language, teaches the pupil to write automatically the word that is in the mind and develops power of self-help in that pupils can correct their own papers by reference to the printed page. Dictation will often restore a restless and nervous grade to quiet self-control.

Writing from memory poems, quotations and other selections affords practice in the use of capitals and punctuation, and fastens the poem, etc., firmly in the memory.

IV. CORRECT USE.

(In course of preparation.)

Seventh Grade

(When distinctions are made between the work in the B and A classes, they are included in separate paragraphs, headed by the captions—Seventh B and Seventh A.

A. Sources of Thought Material— Impression

I. EXPERIENCES OF THE CHILD'S LIFE.

1. PERSONAL.

A. *Home Life.*

- ✓ 1. What I do with my spare time.
2. A letter written home from pupil spending a week in some city studied in Geography.
3. What I mean in the home, or my place in the home.
- ✓ 4. A book that I have read.
5. Encourage the keeping of a diary.
6. What my home life has to do with my school life.

B. *School Activities.*

1. Debate—Football vs. Baseball.
- ✓ 2. How manual training (cooking or sewing) helps me.
- ✓ 3. How our school may be improved.
4. "Fair Play."
5. Who make the best captains?
- ✓ 6. How our grade may help in general care, etc., of school, or What should a grammar grade mean in the general life of a school?
7. What regular attendance at school means.
- ✓ 8. Tell about your ideal school.

C. *Street Incidents.*

- ✓ 1. The paper boy.
- ✓ 2. Description of a shop window.
3. A Runaway.
- ✓ 4. An act of courtesy.
- ✓ 5. Discussion of general street behavior.
- ✓ 6. What does the City do to prevent accidents?
- ✓ 7. Describe a "Street Beautiful."

D. *Child's Knowledge and Observation of Nature.*
(See Nature Study Outline).

2. SOCIAL.

A Child's Environment and Relation to Society and Humanity.

1. Notes of invitation from one grade to another for a musical, etc.
2. What I want to be when I am twenty-five.
3. How can I make Rochester a better City?
- ✓ 4. Why I should be a member of the Humane Society.
- ✓ 5. Boys Scout Movement and Camp Fire Girls' Movement.

3. INDUSTRIAL.

Child's Knowledge and Observation of Industries.

Pupils should, through deliberate plan, be led to see work as something more than an accidental "job." They should, through observation, etc., be led to think about unskilled labor—its limitations—upon the economic values of the skilled trades—demand and supply—longevity of workmen—wages, etc.

4. CIVIC.

See Outline in Civics.

II. LITERATURE.

1. POETRY.

Seventh Grade A and B.

Poems to be memorized. (A minimum of three each term.)

Do not use poems assigned to a higher grade.

Autumn (Longfellow).....	7-10
✓ Vision of Sir Launfal (Lowell).....	50-107
Gradatim (Holland).....	32-250
✓ Love of Country (Scott).....	30-121, 40-236
✓ Concord Hymn (Holmes).....	40-293, 2-161
✓ Legend of Moudamin—Hiawatha (Longfellow)	
Evening (Milton)	3-213, 16-2
Ring Out Wild Bells (Tennyson).....	
Death of the Flowers (Bryant).....	16-88
✓ Crossing the Bar (Tennyson).....	9-192, 3-269
✓ Mother Mine (Kipling)	
Antiquity of Freedom (Bryant).....	3-13
Thanatopsis (Bryant)	10-17, 40-167
✓ The Chambered Nautilus (Holmes).....	16-604, 40-263
Union and Liberty (Holmes).....	2-97
✓ Building of the Ship (Longfellow).....	3-46
Seven Times Two (Ingelow).....	16-411, 9-209
The Cloud (Shelley).....	40-265
✓ All's Right With the World (Browning).....	17-29
The Courtship of Miles Standish (Longfellow..)	7-201
Independence Bell	
A Song of Love (Carroll).....	40-148
✓ Name of Old Glory (Riley).....	16-349
A Song of Clover (Jackson).....	40-147, 16-76
Scythe Song (Lang).....	40-150
Poems to be read by the children or to the children.	
Read and interpret all poems in the list above and as many as possible of the following:	
Contentment (Holmes).....	32-165
Evangeline (Longfellow).....	7-86
✓ Marco Bozzaris (Halleck).....	9-73, 32-217, 16-545
✓ The Blue and the Gray (Finch).....	40-303, 32-241
Song of the Chattahoochee (Lanier).....	32-276
Our Anglo-Saxon Tongue (Hope).....	32-101
Annabel Lee (Poe).....	38-111, 32-193
The Rising in 1776 (Read).....	32-136

Sir Galahad (Tennyson).....	3-249, 40-247
Carmen Bellicosum (McMaster).....	9-35, 16-309
My Lost Youth (Longfellow).....	7-237
Cotter's Saturday Night (Burns)	
The Deacon's Masterpiece (Holmes)	
✓ Grandmother's Story of Bunker Hill (Hill)	
✓ The Boys (Holmes)	
Dawn and Dusk (Holmes)	
✓ Lexington (Sherman)	
✓ The Old Constitution (Holmes).....	9-29
Hope, Faith and Love (Schiller).....	9-255
Nathan Hale (Finch).....	9-44
Andre's Last Request (Willis).....	9-32
Christmas in the Olden Time (Scott).....	9-360
Songs of Seven (Ingelow)	
Hamlet: The Players (Shakespeare).....	9-271

2. PROSE.

Stories and Literature Selections.

Seventh Grade A and B. (A choice of one long or two or more short literature selections each term.)

Do not use selections assigned to a higher grade. The selections for which no reference to the English Library is made are long stories which should be read by the class from sets of books. The shorter ones are for reproduction and conversation exercises.

For others see lower grades.

The Alhambra (Irving).....	32-3
Legend of Sleepy Hollow (Irving).....	38-130, 32-30
If I Live Till Sundown (Grady).....	32-285
The Gray Champion (Hawthorne).....	32-115
The American Flag (Beecher).....	32-226
Farewell Address (Washington).....	32-128
✓ Address at Gettysburg (Lincoln).....	32-246
Bunker Hill Oration (Webster).....	32-171
The Mask of Pandora (Longfellow).....	7-382
Grandfather's Chair (Hawthorne)	
Story of the Thirteen Colonies (Guerber)	

Bracebridge Hall (Irving)	
The War Inevitable (Henry)	
Story of Esther (Bible)	
Cricket on the Hearth (Dickens)	
The Spy (Cooper)	
Enoch Arden (Tennyson)	
Last of the Mohicans (Cooper)	
Songs of Labor (Whittier).....	52-351

3. GRADE LIBRARIES.

In the Seventh Grade teachers should use the grade library as an inducement to the pupils to form the acquaintance of larger public libraries. The grade library exists for two purposes: First, to bring books within the reach of pupils too young to select for themselves or to go unaccompanied to the public libraries; second, to inspire the habit of reading good books provided at public expense, and gradually, through the limited grade libraries, to impress children with the fact that the City government at much expense provides public libraries for their free use.

✓If public libraries are to fulfill their mission for the next as well as the present generation, the habit of using them must be formed by school children through the influence of the home and the school. Public libraries, like public parks, playgrounds and other municipal undertakings, are supported for the public good. It should be remembered, however, that the habit of reading will be formed during years spent in elementary schools, seldom afterwards.

A printed list of books suitable for Seventh Grade children will be ready for distribution among teachers and all Seventh Grade pupils by the time this course of study is introduced into actual operation in the schools. This list has been prepared with the generous co-operation of the Director of Children's Work in the Rochester Public Library. It will serve the two-fold purpose of

supplying a list of books which parents and pupils may use in guiding the growth of the child's personal library, and of giving a carefully selected list from which teachers may recommend for pupils' home reading books available at the public library and its numerous sub-stations.

Such books should be brought to the pupils' attention and pupils should be told where to find them. A few visits to a library inspired by the teacher will result in introducing pupils and libraries to each other; and thus there are established the beginnings of a life-long acquaintance. Pupils should be encouraged to keep a record of the books they read. Such a list becomes an inspiration and will have much interest for its owner in later years.

✓ Frequently a language period should be set aside in which pupils may talk informally and freely concerning the books they have read. They may relate the age of which a book treats, the scene, portions of the plot, its main characters, whether it is history, fiction, biography, travel, etc. In all instances they should give the author—that in time they may have a feeling of personal friendship and attachment toward favorite authors. A language period spent in this informal discussion of books will have a two-fold effect. It will fasten the essential features of the book in the memory of its reader, and it will inspire other children to obtain for themselves the benefit and the enjoyment which the first pupil obtained from his reading.

Outside reading furnishes an inexhaustible source of material for oral and written expression upon a variety of topics chosen from books which individual pupils have read.

III. PICTURES.

✓ Picture study should correlate with other outlines at hand.

IV. OTHER SUBJECTS OF THE GRADE.

The thought-producing studies now become a rich source of thought material for language purposes. History, Geography, Nature Study and other subjects in this grade are such broad and many sided subjects that great freedom of choice among innumerable and attractive topics is offered. All kinds of topics in narration, description, exposition and even argument are given in profusion.

As the use of history text books begins in the Seventh Grade, the opinions of the several authors upon any given historical topic and the outside reference reading by pupils upon historical topics supply material of more than usual value for both oral and written expression. Differences of opinion gleaned by pupils from different sources will furnish interest for a lively oral discussion.

Topics selected from other subjects of the grade are natural and easy centers of thought. The content is clear, ideas come readily to the pupil's mind, and some of the language difficulties have already been overcome. The language lesson has its own special requirements to meet and removing any unnecessary difficulties as to thought content leaves the mind free to struggle more effectively with the special difficulties in the form of expression.

Employing material already developed is a double economy; it supplies material for expression ready at hand and it enriches the other subjects. Topics selected from these sources should be elaborated and specifically assigned to develop the fresh interest essential to good expression.

B. Reactions From Thought Material— Expression.

I and II. EXPRESSION THROUGH COLOR AND DRAMATIZATION.

III. ORAL EXPRESSION.

1. CONVERSATION AND RECITATION: Reactions from "A" I and IV.

Outline.

Conversation.

1. Conversation gives opportunity for first approach to a new topic. Plans for work.
2. Pupils should have the active part in these lessons.
3. Pupils' initiative allowed in choice of topics.
4. Elaboration of topics from other studies.
5. Reference studies in History and Geography.
6. Assignments made definitely to individual pupils.

Recitation.

- ✓ 7. Habit of using good English must be continuous through all recitations.
8. Corrections of English in other studies made incidentally or reserved for language period.
- ✓ 9. Responsibility for preparation and recitation of lessons placed upon pupils.
- ✓ 10. A standard of efficiency.
11. Pupils thus become active participants in expression through all recitations.

Syllabus.

- ✓ 1. This sub-division in oral expression is continued in the Seventh and Eighth Grades to provide an opportunity for the first approach to a new topic, partly or wholly unfamiliar. The question and answer method of former grades, however, should be largely replaced by statements from the pupils of their present knowledge of the topic. After the teacher has secured from the pupils all that their personal experience can contribute, she may resort to questions eliciting information not previously given, and then afford the class the pleasure of investigating for themselves other phases of the topic upon which they had no data. Then follows a report of the investigation, observation or reading, and a class discussion of the report. All of the

foregoing properly belongs to this sub-division of oral expression. When the topic is developed through some or all of these steps it is ready for the connected, continuous statement by one or more pupils in oral invention. Many topics, brief in scope or wholly within the experience of the pupils, will not require development in conversation prior to their use in oral invention.

2. The teacher should always be wholly the passive agency in all forms of oral expression. The pupils' interest in and enthusiasm for oral expression will be in proportion to the opportunities afforded them personally to contribute information and to develop the topic from their own initiative. The teacher directs and guides to prevent aimless effort. The personal interest of the pupils in the topic should invariably be the determining factor in the process of development.
3. The pupils' initiative in the choice of topics may frequently supply the incentive and maintain a lasting and genuine interest, largely because this method assures the development of the pupils' own personality. The initiative and interest thus obtained at the beginning will hold unabated through the entire unfolding of the topic.
4. In dealing with topics from other subjects of the course of study it will usually be necessary to extend them beyond the development in the other lesson. This ensures that interest is maintained. The topic should be definitely limited, e. g., pupils may be required to gather together by investigation facts and items of interest regarding some one city, one river, one production, one historical character, one historical event, an epoch of history, etc.
5. In History and Geography there should now be the beginning of reference studies,—the more formal and valuable forms of personal investigation. The reports of the pupils' reading will furnish good expression ex-

ercises. Reference work gives genuineness to both History and Geography.

- ✓ 6. The teacher will find it wise to assign definite items for reference study or investigation to each pupil. Assignments in general to the whole class will bring results from only part of the pupils. Assignment of different items to individual pupils, or separate groups of pupils, secures the co-operation of all the class.

Recitation.

- ✓ 7. The habit of good use in oral expression must be fixed through all recitations. It can never become established through the medium of the English period alone. Effort must be continuous through the entire day's program. Pupils should learn that their statements in all recitations should be clear cut, definite and complete; the teacher should seldom supply part of the pupil's answer or statement.
- ✓ 8. Corrections of violations of good English in other recitations should be incidental during that recitation, or reserved for attention in the English period, in order to prevent interruption in the continuity of thought and development of the other lesson. The point is that the corrections should be made when the pupils' minds are free from other mental activities, if they are to receive the full benefit of the correction. At the close of every recitation, or at least once a day, serious mistakes should be definitely and forcibly corrected.
- ✓ 9. Recitations in the Seventh and Eighth Grades should be left to the pupils as far as practicable. If they feel that the teacher will explain the lesson in detail, and practically recite for them, it is only natural to expect that they will abandon the preparation of the lesson to the teacher. It is fairly safe to assume that the line of least resistance will be followed. What the pupils get from their own study, not what they are told by the teacher, will determine their proficiency in the subject. If the pupils feel that the teacher will hold them

responsible for carrying on the recitation they will prepare for it, as an opportunity afforded them for oral expression.

- ✓10. A true measure of efficiency in all grades, particularly in the upper grades, is not what the teacher knows or can explain, but what through her inspiration she leads pupils to learn for themselves. Probably no one point of view of the teacher is more essential than the above in encouraging the pupils' preparation for a recitation, and thus stimulating their growth in power and initiative.
- ✓11. Leading the pupils to learn for themselves affects the work in oral expression in this way:—the teacher ceases to be the active agency in expression, and the pupils become the real active participants in expression in all recitations. The pupils' use of good English comes through practice and finally becomes fixed as a habit.

2. ORAL REPRODUCTION: Reactions from "A" II and IV.

Outline.

- ✓1. Proportion of reproduction reduced in favor of a greater proportion of invention.
- ✓2. Comparative values of short stories and the selections from literature for reproduction.
- ✓3. Short stories, with definite plots or clear character portrayals, read once and then immediately reproduced.
- ✓4. A topic from another study, which is not elaborated, is material for reproduction.
- ✓5. Reproductions based on selections from literature require outlines. Developing power of making independent outlines.
- ✓6. Observation of topics and sub-topics in printed paragraphs is preparation for pupils' independent outline.
- ✓7. Pupils also reproduce independently.
- ✓8. Growth in vocabulary and correct use dependent on reproduction.

- ✓9. Caution in appropriating from the original.
- ✓10. Reproduction includes narration, description, exposition and character portrayal. Plans for the last.

Syllabus.

1. Reproduction should decrease in amount in favor of inventive expression as rapidly as pupils develop a taste for and proficiency in the latter. Invention makes its appeal directly to the growing sense of independent personality in Seventh and Eighth Grade pupils, and therefore assures keener interest and more ready response on the part of the pupils. Both reproduction and invention should be continued through the elementary school, but invention should be the chief medium of self-expression in the upper grades as reproduction is in the lower grades.
2. The exclusive use of stories in former grades is replaced by a gradually increasing proportion of larger selections from literature. The choice for the Seventh Grade is between one long or two or more short selections from literature. The development of this one selection will necessarily involve consecutive work over a comparatively longer period. The interest therefore in the work of oral reproduction may suffer when reproduction is exclusively restricted to one long selection. Occasional reproductions of short stories and character portrayals are recommended to vary the work and introduce new interest.
3. Stories with clear definite plots, or clear character portrayals, should be chosen for reproduction. To train pupils to close attention and concentration the short stories should be read once and only once. The reproduction should immediately follow the first reading of the story. Reproductions of short stories should not require outlines.
4. When reproductions are selected from other subjects in the course of study, which are not elaborated in the lan-

guage lesson, they also become lessons in reproduction rather than inventive expression.

5. In the longer reproductions based on the selections from literature closer attention must be given to logical arrangement. Outlines should be made independently by the pupils. Their reproductions should follow their own outlines rather than a uniform co-operative outline by class and teacher as in former grades. If the power to do this is not present the teacher should co-operate only to the extent of giving necessary assistance to the pupil. Persistent efforts after independent outlines will develop the power to analyze, to distinguish between the essential and non-essential, and to arrange in logical sequence. Following an outline in oral reproduction does not hamper self-expression and mental activity; on the contrary it gives freedom and confidence to the pupil.
6. In training pupils for independent outlines practice should be given in finding the main thought, or topic sentence, from printed paragraphs in reading lessons or in the selections from literature. Finding such topic sentences with sub-topics of this main thought will be evidence to pupils that a plan or outline is followed by all writers. Discovering the logical arrangement of topics and sub-topics from such sources will direct the pupils' efforts in making their own independent outlines.
7. Oral reproductions based upon outlines should be given independently by the pupils without the interruption of the teachers' suggestions or questions. Dependence upon the teacher should be wholly discouraged in this grade. Pupils should be led to criticize one another's reproductions and offer suggestions for improvement.
8. Growth in vocabulary and correct use are dependent upon good models, of which there are two always present—the model of the printed page and the more potent model of the teacher's expression. Pupils may continue

to appropriate the vocabulary and forms of expression of the original story or selection.

9. This should be done with caution. Appropriating whole sentences or paragraphs would bring pupils to a state of helplessness in self-expression.
10. Narration of plot in reproduction should be made secondary to description of scene, exposition and character portrayal. The latter should be extended from the simpler work of preceding grades to include changes in character, what caused the changes and what the results of such changes were.

3. ORAL INVENTION: { Reactions from "A" I, III and IV.
Resultant of Conversation.

Outline.

1. Relation of conversation and recitation, oral invention and written invention. Oral invention based upon an outline is now a dissertation.
2. Some topics chosen not previously worked over—outlines omitted.
3. Review of well-prepared topics basis of sustained oral invention or a dissertation.
4. Training in sustained oral discourse prepares for pupils' assuming more responsibility in recitations.
5. Greater demands in upper grammar grades and in High School made upon pupils in oral recitations. Preparing for the demand.
6. Meaning of this training to pupils.
7. Results crude and unsatisfactory, but preliminary to ultimate power.
8. Self-possession, self-poise and self-respect are results of this training. Attention given to personal mannerisms of speech.

9. Teachers' province to guide and direct.
- ✓ 10. Plans for oral invention :
 - a. Expanding a topic sentence.
 - b. Pictures translated into language story.
 - c. Mental pictures from suggestive phrases.
 - d. Amplification of proverbs, etc.
 - e. Elaboration of topic from History, Geography, Nature Study, etc.

Syllabus.

1. The work of development of subject matter in conversation and recitation contributes directly to the more sustained effort in oral invention. Subject matter gathered by conversation, investigation, observation, reading, report and discussion should now be analyzed into an outline from which pupils give orally a connected and continued treatment of the topic, which practically becomes what is more generally known as an oral dissertation. This oral practice in invention or original expression becomes a basis for a later lesson in written invention. Outlines should be made independently by the pupils in so far as their ability allows.
2. Where topics do not require a preliminary development in conversation, pupils should be allowed to speak freely and connectedly from information and knowledge ready at hand. Outlines could frequently be omitted in these cases. The nature of the topic and the knowledge of the subject matter possessed by the pupils will determine whether the topic does or does not require preliminary development in conversation, and whether outlines are or are not essential.
3. Review of well-prepared topics will naturally be the best adapted to the longer and more sustained efforts in oral expression in the presence of others. Outlines will usually be essential to furnish the aid and guidance which pupils require. There will be less hesitation and stumbling when pupils are thoroughly familiar with

their topics and when they have the aid of outlines to guide their oral work.

4. Training in speaking freely and forcibly before others will in time banish the nervous fear which impedes many in any effort of self-expression before an audience, large or small. Such training in the power of connected and continued recitation in other periods of the day's program assures independent preparation of lessons. The pupils come to realize that the responsibility of the recitation is their own.
5. The time will come either in upper grammar grades, or assuredly in High School, when larger demands for connected oral recitation will be made of pupils; it is wise to prepare for the demand by previous training in the power of connected oral discourse. The gain derived by the pupils in their larger share in the oral recitation and the more thorough preparation of lessons made by the pupils are, in themselves, sufficient rewards for all efforts in this training.
- ✓ 6. The benefit derived likewise by the pupils in the power to impress their own personality upon listeners will sometimes very largely determine their standing with their fellows. To train pupils to think and reason and not to train for oral utterance will close the channel of useful contact with society. It is well to recall that oral utterance clarifies a thought or opinion and makes it a conscious possession.
- ✓ 7. The results of such training in the Seventh Grade will be crude and unsatisfactory to the mature judgment of the teacher, but it assures a beginning toward an ultimate ability of composed, pleasing and forcible manner of speaking. Frequently where this ability is lacking it is due to the fact that these first efforts were not encouraged because of their very crudeness and immaturity.

- ✓ 8. Self-possession, self-poise and self-respect are results of this training beyond question worthy of every effort made and the time spent in the work of oral expression. Pupils should be taught to stand before the class erect in bearing, to speak clearly and freely, and to develop their topic in accordance with an outline where this is required. Some attention should be given to intonation of voice, enunciation, too rapid or too deliberate utterance and other personal mannerisms which add to, or detract from, oral delivery.
9. The teacher's province in this work is largely that of guidance and giving suggestions which are necessary to prevent aimless and superficial statements. This work, if undirected by the teacher, is apt to degenerate into careless and thoughtless habits of speech. A preparatory study of the subject-matter, accuracy of fact, and coherence of thought, should invariably be demanded by the teacher.
10. The following devices will be found helpful:
 - a. Expanding a topic sentence into one paragraph, e. g., "Yesterday I visited a factory and was particularly interested in one process of manufacture." This topic sentence may be used as a basis of an actual or imaginary visit and may be extended into a paragraph.
 - b. Pictures translated into a language story.
 - ✓ c. Mental pictures synthetically produced by suggestive words and phrases, e. g., the teacher may write upon the blackboard the following, the children tell the story suggested and give their mental picture a name: The Genesee Falls—the power involved,—the water race,—the machinery for converting power to useful purposes,—the mills and

factories,—the value of the Falls to Rochester,—their scenic beauty.

- ✓ d. Amplification may take the form of enlarging upon a proverb, a fable or a newspaper heading.
- ✓ e. The elaboration of a topic chosen from the Geography, History, Nature Study, or other subjects of the course of study. The pupils' fancy and imagination should be employed in topics from these subjects, e. g., by giving descriptions of past life in some section or city of this country or foreign countries; imaginary conversations between historical characters; stories of travel and exploration; journeys by various means of travel; sojourns with strange people in far-off lands, etc. The possibilities are inexhaustible; and this exercise of the imagination is a keen stimulus in language work and as nothing else can do, it vitalizes History and Geography.

IV. WRITTEN EXPRESSION.

The power of children to comprehend and to express themselves orally will at all stages of their development exceed their power to express themselves in writing. Their proficiency in oral expression must therefore exceed their proficiency in written expression.

The development of language power is more rapid through oral expression. Hence there is recommended for the Seventh Grade the proportion of one-half oral and one-half written work. Oral expression will be part of each day's program in language and other recitations. Written expression should be called for when oral work has prepared the way for it; it cannot be regulated, so far as time is concerned, by a program.

Daily Practice.

✓ Written expression is an art to be acquired not by rule but by practice and habit. Hence a few minutes each day, or on several days of the week, should be assigned for writing subse-

quent to the oral preparation. The daily paragraph or theme should take precedence over the longer and more formal written paper.

The Monthly Long Paper.

About once or twice a month pupils should prepare a paper of several pages in order that they may learn to discuss a subject fully and logically and that they may gain the power of handling larger units of material. Outlines will usually be imperative in these occasional papers. If the teacher's judgment confirms making these efforts more frequently the opportunity should be afforded, provided the daily paragraphs and shorter units still have precedence over the long papers. The attention of teachers is called to the requirements in sentence structure, paragraphing, headings, and margins under "Technicalities of Expression, I. Arrangement." Independent paragraphing should be required of all pupils in every written paper.

Suggestions.

✓ The written papers of the pupils should be reviewed for the purpose of calling attention to the relation of sentences and paragraphs, to the use in some degree of the topic sentence, to coherence and clearness of thought, as well as to the minor matters of punctuation, capitalization and spelling. It is suggested, as preliminary steps to these higher forms of written expression, that the proper relation of sentences in the paragraph to the leading thought, the use of the topic sentence which contains the leading thought and the proper relation of paragraphs to each other be studied by observation from model printed paragraphs.

Seventh Grade pupils may not uniformly exemplify the right use of sentences, paragraphs and topic sentences, but the ideal should be placed before them that they may know the standards to which good literature conforms. Teachers must be content when pupils have attained a fair realization of these three essentials of good arrangement, and should bear in mind

that improvement can not come by chance but only through instruction by the teacher and continued practice by the pupils. Neither teacher nor class should be disheartened because the instruction and practice do not command immediate results.

Correction of Papers.

Pupils should be held to the habit of looking over their own written work and making their own corrections. This power of self-help affords pupils the pleasure of doing things for themselves, and relieves the teacher of work which can and should be done by the pupils. Such corrections made by the pupils themselves are infinitely more effective than the same corrections made by the teacher.

In developing this power of self-help it will be helpful to devote an occasional period to giving pupils individual criticism as they write. Such a custom followed too closely would work serious interference with the concentration of thought upon a given subject. The discerning teacher will watch for the opportunity. Usually such a period would be appropriate when the pupils are writing a second reproduction upon the same topic or a reproduction may be selected for this distinct purpose. The teacher will pass among the pupils as they write, quickly noting and correcting errors and using blackboard to show correct forms. Corrections may be offered in the appearance of papers, paragraphing, sentence structure, punctuation, spelling, the wrong use of words, etc. Such corrections are effective because they prevent the error in the making.

This period of co-operative corrections may be varied by giving exercises in transforming, combining, condensing and otherwise varying the pupils' sentences in order to encourage them to express more exactly, or more pleasantly, what they write. The consciousness of good sentence structure is thus aroused.

When this period of co-operative corrections is replaced by independent writing by the class it will be advisable to have a special aim in each lesson, e. g., correct use of words, punctuation, sentence structure, correct paragraphing, relation of

sentences and paragraphs, etc. One such special aim should most frequently be the correction of some common error in a former lesson.

In all written work the sympathetic correction of common and frequent violations of good English will be far more effective than a standard of excellence impossible of attainment.

1. WRITTEN REPRODUCTION: { Reactions from "A" II and IV.
} Resultant of oral reproduction.

Outline.

1. Small proportion of written reproduction.
2. Clearness, coherence and conciseness of expression should become the main purposes of written reproduction in Seventh Grade.
3. Development of right habits of study.
- ✓ 4. Paraphrase — condensation — reduction — summary — newspaper headlines—current news in brief statements—telegrams—all contribute to practice in concise writing.
5. Practical use of summaries in text-books, etc. Former outlines analyzed for condensation. Other plans for concise written expression.
6. Reproductions compared for discrimination shown by pupils. Importance of training power to discriminate.
7. Concise writing and analysis are foundations of good judgment and right habits of independent study.
8. Written reproductions based upon selections from literature.

Syllabus.

- ✓ 1. It is recommended under oral expression that oral reproduction should be made secondary to oral invention. Written reproduction should occupy even a more secondary relation to written invention. A small fraction only of the work of oral reproduction should be repeated for written reproduction. Exact reproduction as

required in the lower grades will seldom be called for in grammar grades. One exception will occur in the written reproductions based upon previous oral preparation of topics from the assigned selections of literature.

2. Written reproduction since it furnishes material ready at hand should serve the purpose in the Seventh and Eighth Grades of achieving clearness, conciseness and coherence in expression. Written reproduction affords the teacher's opportunity in the upper grades to teach pupils to analyze another's written thought, to discriminate between the essential and non-essential, to eliminate, to arrange in logical order and to select the kernels of the original passage.
3. The teacher is thus developing from the printed page far-reaching habits of study. The training in the English work is again contributing directly to the proper preparation of lessons in other subjects.
4. Moderate use should be made of the paraphrase to test the comprehension of the original passage. Frequent use should be made, however, of condensation or reduction, the summary of an oral reproduction, summaries of newspaper articles as practiced in periodicals of current events, summaries of History and Geography lessons, abbreviated headlines in newspapers, gleanings of current news in brief statements, the preparation of telegrams reduced from business correspondence, etc.
5. The practical uses of the summary should be studied in text books, newspapers, periodicals, advertising, etc. Opportunities for making such summaries afford excellent study in condensation and conciseness. Outlines used in all forms of oral and written expression may be studied for closer analysis and further condensation as a preliminary step in reduction and conciseness of the original efforts whether oral or written. Oral reproductions should frequently be thus summarized and reduced in written reproductions. One such reduction could

well be followed by another on the same topic for further condensation. Practice could also be afforded in making several outlines on the same subject from different view points.

6. Reproduction based upon these varied outlines will provide interesting comparisons in the individual papers. The good work of discriminating pupils will thus inspire discrimination on the part of others. The power of discrimination is often the only distinction between individual pupils and the same faculty will become the distinctive difference in their later lives. The responsibility which Seventh and Eighth Grade pupils are beginning to feel, and which falls upon them increasingly in the now rapid progress toward independent manhood and womanhood, will be met and fulfilled, provided they are given the power to analyze, to discriminate, to distinguish between that which is important and unimportant and to choose wisely.
- ✓ 7. The beginnings of good judgment are laid in this practice of analyzing, summarizing, condensing and independent choosing. The same practice affords the training which every pupil must have for right habits of independent study. It might be a question of some doubt what proportion of pupils leave school because this training is not given, but there can be no doubt that some pupils fail because of a lack of such training.
8. The one exception to the work outlined above will be written reproduction based upon topics from the assigned selections from literature. Such written work will be the sequel to an oral reproduction of the same topic. The outline for the oral reproduction is a guide to the written work.
- ✓ 9. The long written reproduction may be distributed in parts among several groups of pupils and cooperatively the pupils complete the reproduction. A later reproduction of the entire outline may be required of all pupils. After this prolonged effort recognition should

be given to the best reproductions by having them read before the class.

2. WRITTEN INVENTION: { Reactions from "A" I, III and IV.
Resultant of Oral Invention.

Outline.

1. Written invention has precedence over written reproduction.
2. Material used in oral expression now available for written invention.
3. Teacher writing with class to create a common bond in the same effort.
4. Teacher's judgment kept in background; pupil's originality conditioned on his own viewpoint.
5. Assignments for written work given when desire to write is evident.
6. Daily practice in short papers.
7. Daily practice on sub-topics of a subject continued over several lessons; this develops the habit of giving time and thought and continued application to the same subject.
8. Impromptu writing upon familiar topics.
9. Plans for apportioning the monthly and bimonthly long papers between written reproduction and written invention.
10. Rough drafts and completed papers kept on file to show progress.
11. Range of topics given in oral invention; to which are added,
 - a. Original stories.
 - b. Original stories based on filling in of one or more introductory paragraphs read by the teacher.
 - c. Pupils' additions to stories previously reproduced.

Syllabus.

1. In the Seventh Grade written inventions must have pre-

cedence over written reproduction. The attention of the teacher is again called to the opening paragraph in this outline under "Written Expression" and especially to the paragraphs on "Daily Practice" and the "Monthly Long Paper."

- ✓ 2. Assignments for written invention should be selected from topics previously developed in the conversation and oral invention lessons. Facts have been told and retold and the telling criticized by various members of the class; the pupils are asked to tell on paper something which they know too well to forget, and in which they are too much interested to be daunted by the mechanical difficulties of written expression; such a process bridges over the formidable gap between oral and written speech, making the latter distinctly easier and more natural. Only a portion of the oral work should be chosen for a permanent record in writing.
3. Teachers will stimulate their pupils by writing with the class on the subjects assigned. A bond of sympathy in the same effort made by teacher and pupils will be established which will encourage the pupils, increase the teacher's own power, and give a point of view common to both teacher and class. The teacher's criticisms and suggestions following such an experience will be sympathetic and win a measure of response from the pupils never to be gained where the teacher is merely a directing critic.
4. Both teacher and class should write independently. The teacher's judgment should be kept in the background, prior to the writing. The child's originality is conditioned on his own viewpoint, not the teacher's. Productions full of adult opinions and judgments are prima facie evidence of lack of children's originality; the aim is to secure the results of the pupils' own mental efforts no matter how childish and crude they may be.
5. The desire to write will come, as interest develops in the topic through the oral preparation in conversation and

oral invention. Writing should be required when the desire is manifest; the time should never be determined by a program, but should be chosen when enthusiasm and spontaneity are evident. If this involves loss of time in the schedule for another lesson, restitution of the appropriated time can be made on the following day. Postponing the writing because of an inflexible daily program means the loss of the right opportunity.

6. Assignments in written invention should not, except as indicated later, call for prolonged efforts from the pupils. Daily practice in written inventive work will most naturally follow oral development of a topic in the same day's schedule or in the succeeding day's language period.
7. Daily practice upon sub-topics of a subject may be continued over several lessons. The power of continued and repeated application to the same general subject brings a final satisfaction in an actual achievement which contributes much to the pupil's self-reliance. The habit of giving time and thought to any genuine work is worthy of becoming a fixed possession in the pupil's training. Fidelity in performance of an undertaking engenders respect for the work. Cooperative outlines previously employed in oral preparation of the subject will be essential to the elaboration of the same subject in this daily limited practice on successive days. Each day's contribution will be restricted to a relatively small portion of the day's language period.
8. Frequently quick, spontaneous writing should be called for upon some subject already so well fixed in the minds of the class that it does not require oral preparation.
9. In the Seventh Grade B one long formal paper should be required each week, and in the Seventh Grade A one or two such papers each month; the number in the latter grade should be determined by the teacher's judgment of the pupils' proficiency. Such papers should be

apportioned between written reproduction and written invention. In written reproduction such papers will usually be based upon the assigned selection by the teacher. The occasional long paper for written invention may be based upon the topic developed in daily practice upon successive days, upon Geography or History, upon a topic chosen from the pupil's experience, or upon a topic from any other source which elicits the pupil's enthusiasm and interest. This may involve the selection of individual topics suited to the different personalities of the pupils. If such diversity of choice predetermines the quality of the papers the choice should be afforded without question.

- ✓ 10. A rough draft and a completed paper by each pupil from the beginning, the middle and the end of the term, might be kept to show progress and to bring to pupils the inspiring conviction that they have made progress in their power of self-expression.
11. The range of topics for written invention has been partly given in oral invention, viz., expanding a topic sentence into a paragraph, pictures translated into language stories, mental pictures synthetically produced, various forms of amplification and the elaboration of a topic selected from other subjects of the course of study.

To these sources should be added:

- a. Original stories wholly invented by the pupils.
- b. Original stories based upon filling in of one or more introductory paragraphs read by the teacher.
- c. Additions of the pupil's own invention to stories reproduced as dialogue, additional scenes or amplification of plot.

✓ 3. LETTER WRITING.

Outline.

1. Social correspondence, main work for development.
2. Review of letter-writing of former grades—letters of friendship and business correspondence.

3. Motives and suggestions in letters of friendship.
4. Motives and suggestions in business correspondence.

Syllabus.

1. Social correspondence, letters of invitation, acceptance, regret and other social forms should form the main practice in the Seventh Grade. Such correspondence should be motivated for the reality and vitality which all letter-writing requires. The common exchanges in formal social correspondence should be the models for the pupils' correspondence. Their own personalities should enter into the work. Training in these social customs introduces into the pupils' lives respect for the refinements of social conventions. Such training may be the child's introduction to the established conventions of society and lead to a desire to conform in all social intercourse to the usages of society.
2. Practice in formal social correspondence should be supplemented by the review of letter-writing of former grades—letters of friendship and business correspondence. Particular attention should be given to the review of the business letters of the Sixth Grade. This review and the new work in formal social forms will assure the variety of practice in letter-writing which should do much toward vitalizing Seventh Grade letter writing.

Attention is called to the following suggestions in the outlines of preceding grades:—pupils acknowledge letters received, reply to friend's inquiries, include items of interest to the friend, ask questions the writer may wish answered. Pupils may write from the point of view of another, e. g., a character in a story, a person supposed to live in some foreign country describing the life as studied in Geography, an historical character whose letters will contain some of the incidents in the biographies studied in History, or a person on foreign travel again employing material already prepared in

Geography. Letters of friendship may also be written to friends or relatives, to pupils of another grade, school or city and to the teacher in reply to a letter from her.

4. Business letters easily supply their own incentives. The business firm, the address and the nature of the communication should be definitely assigned. Letters of actual business correspondence may be obtained and dictated to make plain the prevailing business custom. Such letters might also be answered.

Pupils should be taught to avoid trite opening sentences which have become stereotyped. Modern business methods require that the subject be introduced at once without unnecessary preface. The proper form of folding letters and addressing envelopes will contribute to making letters real.

Accuracy and neatness are the essential requirements in business correspondence and both should be insisted upon as the primary aims in all business letters.

C. Technicalities of Expression

It is recommended that the allotted time of 250 minutes per week for Language and Grammar in Seventh Grade be apportioned between an equivalent of 150 minutes for Grammar and 100 minutes for Language. The time schedule also allots 150 minutes a week for Reading. This time is available for reading, literature, study of the chosen selection of literature and other work under "A" "Sources of Thought Material" or "Impression."

I. ARRANGEMENT.

1. SENTENCE STRUCTURE.

Prior to the Sixth Grade, pupils have used simple sentences in their written work. In the Sixth B they began the use of the complex sentence with no attempt at analysis of any kind. In the Sixth A practice was

given in the use of the compound sentence. Pupils have learned to recognize subject and predicate and to recognize parts of speech.

In the Seventh Grade practice in the use of complex and compound sentences should be continued. The analysis of these sentences is part of the Eighth Grade outline. In the Seventh the analysis and diagraming of simple sentences is part of the Grammar outline. Practice should be given, however, in combining short related sentences into one longer complex or compound sentence, and in dividing complex and compound sentences into simple sentences.

The distinction of form between simple, complex and compound sentences and the structure of the two latter are thus made plain.

Expanding, condensing and transforming sentences will develop a sense of good sentence structure. Combining, contracting, comparing and relating two or more things or ideas are in themselves valuable mental training, in addition to their contribution in developing power in sentence structure.

No monthly or final test in Seventh Grade Language should involve questions of the pupils' use or knowledge of complex and compound sentences.

2. PARAGRAPHING.

✓Independent paragraphing has been practiced since the Fifth Grade. The technique of indentation has been mastered. The study of the topic sentence, the relation of sentences to the central idea of the paragraph contained in the topic sentence, the relation and logical order of paragraphs, have been observed and practiced to some extent in preceding grades. This work cannot be delegated to any one grade but must be continuous and progressive through the upper grades. The observation, study and practice thus far should be

the basis upon which to continue advanced work in the Seventh Grade.

Coherence and clearness of thought should become more prominent in the teacher's review of pupils' work, and should be brought to the focus of attention in the pupils' minds.

In connection with these suggestions in paragraphing, the teachers' attention is called to the discussion of this subject under "Written Reproduction" in this outline, and particularly to the fact that teachers must expect only an approximation to the standards placed before the class. It is essential that, even if an approximation is to be realized, the ideal must be kept before the mind and practice afforded the pupils.

3. OUTLINES.

In the Sixth Grade A some practice has been given in independent outlining; prior to this only co-operative outlining was required. In the Seventh Grade and Eighth Grade pupils should outline independently. Ability to do this will vary; in all cases the judgment of the teacher must determine whether she will do co-operative work with the class or with individual pupils.

Pupils should draw distinctions between essential and non-essential matter; they should determine the order and logical sequence of main and sub-topics. It may usually be wise to revise the first outline for closer analysis and further condensation.

✓ Outlines should not be carried so far into detail that all spontaneity is taken away in writing. Outlines should be used as guides and helps in oral and written expression; pupils should use them as helpful aids in their work of expression; they must avoid becoming slavishly dependent upon them. Outlines should be omitted in the daily practice of written expression, and in short exercises of oral and written expression. Serious objection can be made to outlines if the above cautions are not observed.

4. LETTER FORMS.

Review letters of friendship and business correspondence and develop new work in social forms of invitation, acceptance, regret, etc.

5. HEADINGS AND MARGINS.

Teachers are referred to the Third Grade A syllabus for the established forms in headings and margins of written papers. Continuous application of these forms, if consistent through the grades, will result in the automatic and general use of uniform margins and headings.

II. TECHNICALITIES OF LANGUAGE AND GRAMMAR.

Seventh Grade B.

1. CAPITALS.

- a. Require proper use of capitals.

2. PUNCTUATION.

- a. Require uses of punctuation already taught. See General Digest.
- b. Comma to set off connecting adverbs introducing sentence, e. g., finally, moreover, first, etc.

3. ABBREVIATIONS.

- a. Classify, in brief review, abbreviations of preceding grades.

4. PREPARATION OF DICTIONARY WORK.

- a. Review of previous work.
- b. Exercises in opening dictionary promptly to give letter or word.
- c. As a result of the training in this and preceding grades, pupils should be able to
 1. Find pronunciation of words, including accent.
 2. Find the spelling of words.

3. Find the meaning of words.

4. Use the index in Language, History and other books.

5. GRAMMAR.

Review work of Sixth Grade and learn to recognize the remaining parts of speech: prepositions, interjections and conjunctions.

Nouns:

1. Classification: Proper, common, abstract, collective.

2. Properties: Person, number, gender, case.

3. Declension: Rules for formation of plural number and possessive case.

4. Uses in sentence:

a. Nominative case: Subject, predicate nominative, appositive (explanatory modifier).

b. Possessive case: modifier of another noun.

c. Objective case: object complement, appositive (explanatory modifier), object of a preposition.

5. Parsing of nouns.

Pronouns:

1. Classification: Personal, relative and interrogative (optional—demonstrative, reflexive and indefinite).

2. Properties: Person, number, gender, case.

3. Declension: Special emphasis on nominative and objective cases and their proper use. Agreement of pronouns with antecedents.

4. Uses in sentence:

a. Nominative case: Subject, predicate nominative.

b. Possessive case: Adjective modifier of nouns.

c. Objective case: Object complement, object of preposition.

5. Parsing of pronouns.

Seventh Grade A.

1. CAPITALS.

- a. Require proper use of capitals.

2. PUNCTUATION.

- a. Require uses of punctuation already taught. See General Digest.
- b. Comma to set off connecting adverbs, introductory sentence, e. g., finally, moreover, first, etc.

3. ABBREVIATIONS.

- a. Classify, in brief review, abbreviations of preceding grades.

4. PREPARATION FOR DICTIONARY WORK.

Repeat work of Seventh B.

5. GRAMMAR.

Adjectives:

1. Classification: descriptive and demonstrative. Article: definite and indefinite. Numeral: cardinal and ordinal. Proper adjective.
2. Comparison: regular and irregular. Rules for formation of positive, comparative and superlative.
3. Use in sentences:
 - a. Attributive adjective.
 - b. Predicate adjective.
4. Parsing of adjectives. (Adjective phrases and clauses taught as modifiers of a noun.)

Adverbs:

1. Classification: place, time, manner, degree, cause.
2. Comparison: regular and irregular. Rules for formation of positive, comparative and superlative.
3. Use in sentence: modifier of verb, adjective or another adverb.
4. Parsing of adverbs. (Adverbial phrases taught as modifiers of verbs.)

Prepositions:

1. Most common prepositions.
2. Use in sentence; introducing adjective and adverbial phrases.

Interjections:

1. Recognition of most common interjections.
2. Uses in sentence: Independent elements.

Analysis and diagraming of simple sentences.

III. DICTATION AND WRITING FROM MEMORY.

Dictation should be used to furnish models in complex and compound sentence structure; in the unity of sentences in a paragraph; the proper relation of paragraphs; in business letters and in any other form or method of written expression which the teacher is developing. It is also used in the practice and test of technicalities. New and difficult words should be placed on the blackboard.

Dictation should create power of sustained attention and concentration; it should be given in sentences, clauses or modifying phrases, and never repeated. It trains the ear, serves to connect spoken with written language, teaches the pupil to write automatically the word that is in the mind, and develops power of self-help in that pupils can correct their own papers by reference to the printed page. It will often restore a restless and nervous grade to quiet self-control.

Writing from memory poems, quotations and other selections affords practice in the use of capitals and punctuation and fixes the selection firmly in the memory.

IV. CORRECT USE.

In course of preparation.

Eighth Grade

(When distinctions have been made between the work in the B and A Classes they are included in separate paragraphs, headed by the captions—Eighth B and Eighth A).

A. Sources of Thought Material— Impression

1. EXPERIENCES OF A CHILD'S LIFE.

1. PERSONAL.

a. *Home Life.*

1. My Favorite Cooking Recipes.
2. "Many Hands Make Light Work."
3. How can Home be made a Social Center?
4. What I did last Saturday and Sunday.
5. When you have a home, how will you have it?
6. How my School Work has helped in my Home.
7. "A House does not make a Home"—Why?

b. *School Activities.*

1. Why every Boy and Girl should know how to swim.
2. Our Track Meet.
3. Invent if you can a new game. Let Grade play it.
4. Describe an Ideal Playground.
5. How can we best use our Assembly Hall.
6. Debate: Some one broke a window; you know who it was; no one else saw it done; you have said that you know who broke it. Should the teacher ask you to tell? Should you be punished if you refuse to tell?

7. Hygiene for Athletes.
8. How my school work will help me in the future.

c. *Street Incidents.*

1. A Street Car (or Auto) accident—Why?
2. The Finest Parade I ever saw.
3. Municipal regulations of streets—cleaning, traffic, etc.
4. After a Snow Storm.
5. Imagine that you are standing at Sibley's Corner.
Tell what you will see by standing there for five minutes.
6. "The Mounted Police."
7. "Safety First."
8. How to get on and off a Street Car.
9. Care of young children and old people.

2. SOCIAL.

Child's Environment and Relation to Society and Humanity.

1. Giving up my seat in the Street Car.
2. To whom should I be most respectful?
3. A Pleasant Evening.
4. Skating.
5. Sleigh-ride Party.
6. What every boy or girl of fourteen years should contribute to school, family, church, neighborhood.
7. My Friend.
8. "Am I my Brother's Keeper?"

3. INDUSTRIAL.

Child's Knowledge and Observations of Industries.

The Eighth Grade should further develop the work suggested in the Seventh Grade. (See Seventh Grade Outline.)

4. CIVIC.

See Outline in Civics.

II. LITERATURE.

1. POETRY.

Eighth Grade A and B.

Poems to be memorized (a minimum of three each term.)

Awakening of Spring (Tennyson).....	3-68, 40-259
Eve Before Waterloo (Byron).....	40-277
Order for a Picture (Carey).....	40-217
Recessional (Kipling)	3-270, 40-245
Rest (Goethe).....	2-191
Union and Liberty (Holmes).....	2-97
Barbara Fritchie (Whittier).....	40-290
Sheridan's Ride (Read).....	16-332
Love of Country (Scott).....	30-121, 40-236
Graves of a Household (Hemans).....	2-121
The Crowded Street (Bryant).....	40-177
Tears, Idle Tears (Tennyson).....	10-287
Light of Other Days (Moore).....	3-111
The Rainy Day (Longfellow).....	40-184
In Memoriam (Tennyson)	
The Arrow and the Song (Longfellow).....	7-84
O Captain, My Captain (Whitman).....	16-323
Song of the Camp (Taylor).....	9-70
Idylls of the King (Tennyson)	

2. PROSE.

Stories and Literature Selections.

Eighth Grade A and B (a choice of one long or two or more short literature selections each term).

The selections for which no reference to the English Library is made are long stories which should be read by the class from sets of books. The shorter ones are for reproduction and conversation exercises.

For others see lower grades.

Lady of the Lake.....	Scott
Treasure Island	Stevenson
Man Without a Country.....	Hale
Merchant of Venice.....	Shakespeare
Little Nell	Dickens
Lay of the Last Minstrel.....	Scott
In the Wilderness	Warner
Marmion	Scott
Twice Told Tales	Hawthorne
The Childhood of David Copperfield.....	Dickens
Julius Caesar	Shakespeare
The Tempest	Lamb
On Books	Mabie
Perfect Tribute	Andrews
Christmas Carol	Dickens
Silas Marner	Eliot
The Other Wise Man.....	VanDyke
The Crisis (A. Lincoln) Chapter 2.....	Churchill
The Man of Sorrows—Chapter 15.....	Churchill
Returning from the War—Red Rock.....	Page
Up from Slavery.....	Washington
A Message to Garcia.....	Hubbard
Tales from Shakespeare.....	Lamb
Henry the Eighth.....	Shakespeare
Vicar of Wakefield.....	Goldsmith
Kilmeny	Hogg
Jean ValJean	Hugo
Story of Daniel	Bible
A Watcher in the Woods.....	Sharpe

3. GRADE LIBRARIES.

“One half of education consists of
knowing where to find knowledge.”

Pupils have formed the habit through preceding grades of finding, in the grade libraries, books of enjoyable and profitable reading. Grade Libraries are necessarily limited; with a comparatively small selection of suitable

books they will soon be exhausted by upper grade pupils; individual tastes are beginning to be apparent; the grade libraries must supply some books for the varying individual tastes in reading; and therefore grade libraries are practically more limited in the upper grades than in the lower grades as far as the individual pupil is concerned.

The point is this—that while the grade libraries supply a limited choice for individual pupils the habit of reading good literature will be lost in the Eighth Grade, unless teachers take particular pains to bring the pupils into intimate personal contact with larger public libraries. It is earnestly recommended that teachers refer to the first two paragraphs of the Seventh Grade syllabus under “Grade Libraries”. Eighth Grade teachers should outline the work there suggested for the Seventh Grade.

In addition to the suggestion contained in the Seventh Grade syllabus an Eighth Grade teacher will find it both enjoyable and exceedingly valuable to take her class to a public library by appointment with the Librarian. Teachers are requested to make this appointment through the Director of Children’s Work in the Rochester Public Library. A cordial welcome on the part of the Library officials is assured to every teacher who accepts their earnest invitation to visit the library with her entire class. Such a visit will have far-reaching results in broadening the pupil’s acquaintance with the public library and its numerous stations. A knowledge of the classifications of books, of the simple card indexes, of the alphabetical arrangement of books under a few general heads, and of the other simple methods of easily and quickly locating a specified book, is a genuine addition to an Eighth Grade pupil’s education. Furthermore, the increased familiarity which will come to the pupils from the information obtained through such a visit, will remove at once and for all time any strangeness which they may feel in a public

library. Such a visit should be planned early in the Eighth Grade; and the teacher should thereafter keep in touch with pupils' visits to Libraries.

Frequently a language period should be set aside in which pupils may talk informally and freely concerning the books they have read. They may relate portions of the plot, the scene of the book, the age of which it treats, its main characters, whether it is history, fiction, biography, travel, etc. In all instances they should give the author—that in time they may have a feeling of personal friendship and attachment toward favorite authors. A language period spent in this informal discussion of books will have a two-fold effect. It will fasten the essential features of the book in the memory of its readers, and it will inspire other children to obtain for themselves the benefit and the enjoyment which the first pupil obtained from his reading.

Outside reading furnishes an inexhaustible source of material for oral and written expression upon a variety of topics from books which individual pupils have read.

III. PICTURES.

Picture study should correlate with other outlines at hand

IV. OTHER SUBJECTS OF THE GRADE.

Eighth Grade teachers should carefully read Chapter II "Relation of Language to Other Studies" in the "Special Method in Language" by Dr. Charles McMurry. A copy of this book has been supplied to each Eighth Grade teacher. The use of material available in other subjects of the grade is thoroughly and very suggestively treated in the chapter referred to above.

Because the use of several text books in history is recommended in the history course of study the following paragraphs are recopied from the Seventh Grade.

The opinions upon any given historical topic of the several authors, and the outside reference reading by pupils upon historical topics, supply material of more than usual value for both oral and written expression. Differences of opinion gleaned by pupils from different sources will create interest for a lively oral discussion.

Topics selected from other subjects of the grade are natural and easy centers of thought. The content is clear; ideas come readily to the pupils' minds and some of the language difficulties have already been overcome. The language lesson has its own special requirements to meet; and removing any unnecessary difficulties as to thought material leaves the mind free to struggle more effectively with the special difficulties in the form of expression.

Employing material already developed is a double economy; it supplies material for expression ready at hand and it enriches the other subjects. Topics selected from these sources should be elaborated and specifically assigned to develop the fresh interest essential to good expression.

B. Reactions from Thought Material— Expression

Introduction.

“By fixing a simple fundamental aim and by sticking closely to it we shall save much time for better things. We know in a general way that an indefinite aim means a scattered and incoherent effort. But in language lessons there are just a few things that need to be thoroughly done. A failure to see these few things clearly means much time spent on doing many things that need no attention and the half doing of the things that are essential.” (Dr. McMurry “Special Method in Language.”)

Fundamental Aim.

The fundamental aim of preceding grades—namely, the ability to use good English—should dominate language lessons in the Eighth Grade. Grammar should be subordinated to ex-

pression. Subordinating self expression to Grammar is reversing the natural and true sequence of the entire course of study. The culmination of the ideals set for preceding grades, growth of power in oral and written expression, should be attained in the Eighth Grade so far as Elementary Schools are concerned.

Developing Correct Oral Speech.

“Language lessons from one point of view are a sort of formal device for making good the language deficiencies of other studies, where thought is uppermost”. “It will not do to pass by all mistakes on the ground that a child cannot think and speak correctly at the same time. That is precisely the thing he must learn to do, and he should carefully practice it in every study. Accuracy of speech will even conduce to precision of thought”. —Dr. McMurry.

Constant and persistent attention to the kindly and sympathetic correction of the chief errors in oral and written expression is the most effective method of securing the use of good English.

Grammar Gives the Intelligent Reasons for Correct Speech and Diction.

The knowledge of the leading principles of Grammar, obtained in the Seventh and Eighth Grades, serves only one end—namely, to give pupils an intelligent reason for correct forms and usages. To give the rule and omit the practice, therefore, is a violation of good pedagogy.

Development of Appreciative Power.

“The development of appreciative power is the best of aids in the development of expressional power. In other words expression is intimately related to impression. The best class in expression is generally the best class in literature. Those can give most and best who have received most and best. The child who writes best is he who feels that he has something to say, wants to say it, and to say it well—to make his point. He naturally falls back consciously or unconsciously upon examples known to him”. Percival Chubb—“The Teaching of English”.

I and II. EXPRESSION THROUGH COLOR AND
DRAMATIZATION.

III. ORAL EXPRESSION.

1. RECITATION AND DISSERTATION.

Outline.

1. The "Conversation" division of Oral Expression in former grades becomes "Recitation and Dissertation" in the Eighth.

Recitation.

2. Reviewing and extending work of Seventh Grade.
3. Consistent drill in all recitations to fix firmly habits of good speech.
4. Corrections made when minds of pupils are free from other mental activities.
5. Placing upon pupils responsibility for recitations.
6. A measure of efficiency. Reaction upon pupils' training in oral expression.
7. Extending a topic selected from another subject for language purposes.
8. Reference studies in History and Geography.

Dissertation.

9. Developing a topic for dissertation by class room discussion preparatory step to home study of a topic.
10. Choice of biographical topic preferable.
11. Appointment of class leaders to select topics and assign work to class.
12. Suggestions to teachers.
 - a. The teacher—the passive agency.
 - b. Train pupil's initiative.
 - c. Teacher guides to prevent aimless effort.

Syllabus.

1. In the general outline for all grades this sub-division of oral expression is entitled Conversation. In the Eighth Grade conversation properly becomes Recitation and Dissertation; the conversation of former grades now becomes independent dissertation by pupils upon the topic selected. There are, therefore, two divisions of this part of Oral Expression—Recitation and Dissertation.

Recitation.

2. It is eminently essential that every recitation in the Eighth Grade should be considered from the standpoint of language. The directions given in the Seventh Grade syllabus for the conduct of recitations from the language standpoint also obtain for the Eighth Grade; and the following paragraphs are quoted from the Seventh Grade syllabus for the convenience of Eighth Grade teachers. The continuity of co-operative effort will therefore be assured in the two upper grades.
3. The habit of good use in oral expression must be fixed through all recitations. It never can become established through the medium of the English period alone. Pupils should learn that their statements in all recitations should be clear cut, definite and complete; the teacher should seldom supply part of the pupil's answer or statement.
4. Corrections of violations of good English in other recitations should be incidental during that recitation, or reserved for attention in the English period, in order to prevent interruption in the continuity of thought and in the development of the other lesson. The point is that the corrections should be made when the pupils' minds are free from other mental activities, if they are to receive the full benefit of the correction. At the close of every recitation, or at least once a day, serious mistakes should be definitely and forcibly corrected.
5. Recitations in the Seventh and Eighth Grades should be left so far as practicable to the pupils. If they feel that

the teacher will explain the lesson in detail; and practically recite for them, it is only natural to expect that they will abandon the preparation of the lesson to the teacher. It is fairly safe to assume that the line of least resistance will be followed. What the pupils get from their own study, not what they are told by the teacher will measure their proficiency in the subject. If the pupils feel that the teacher will hold them responsible for carrying on a recitation they will prepare for it. A greater opportunity is thus afforded them for the cultivation of power in oral expression.

6. A true measure of efficiency in all grades, particularly so in the upper grades, is not what the teacher knows or can explain, but what through her inspiration she leads pupils to learn for themselves. Probably no one point of view of the teacher is more essential than the above in determining the pupils' preparation for a recitation and, therefore, in determining their growth in power and initiative. It affects the work in oral expression in this way—that the teacher ceases to be the active agency in expression, and that pupils become the real active participants in expression in all recitations. Reformation of the pupils' use of English comes through habit fixed by practice.
7. In dealing with topics from other subjects of the course of study it will usually be necessary to extend the topic beyond the development in the other lessons. This assures that interest is maintained. The topic should be definitely limited, e. g., pupils may be required to gather together by investigation facts and items of interest regarding some one city, one river, one production, one historical event, one historical character or one epoch of history, etc.
8. In history and geography there should now be the beginning of reference studies,—the more formal and valuable form of personal investigation. The reports of the pupils' reading will furnish good exercises for work in

expression. Reference work gives genuineness to both history and geography.

Dissertation.

9. Topics for dissertation should be developed in class room or assigned for home study. The connected treatment of the topic for dissertation properly belongs to oral invention. Dissertation is made a part of this sub-division of oral expression in order that an opportunity may be provided for the first approach to a new topic, partly or wholly unfamiliar. After the teacher has secured from the pupils all that their personal experiences can contribute she may resort to questions which will evoke other information. Then the class should be afforded the pleasure of investigating the topic for themselves. There should follow a report of the reading, observation or investigation and a class discussion of the report. When the topic is developed through some or all of these steps it is ready for a connected and continuous dissertation by one or more pupils. This last step belongs to oral invention. A few recitations, devoted to this class room discussion of a topic for dissertation, will prepare pupils for an independent study of similar topics for later dissertation. To achieve an independent home study and preparation of such topics pupils should, at the beginning, be taught by class room practice how to study and prepare such a topic.
10. Biographical topics are probably superior to any others for dissertation. Biographical sketches selected from history, literature, art, science, travel, contemporaneous leaders, etc., afford an abundance of choice.
11. When a class acquires the ability to treat independently these topics for dissertation the work is naturally transferred to the sub-division of this outline under Oral Invention, to which teachers are referred. The appointment of two class leaders weekly, or bimonthly, whose province is to select topics for dissertation and

to assign the work in preparation and home study to one or two other class members, will create a friendly rivalry and most effectively arouse class interest, because the work is wholly under the personal initiative of the class. This recommendation is offered only with the hope that it will suggest other similar plans which the special needs of each Eighth Grade class will make equally or even more valuable and practicable.

12. The following suggestions given in preceding grades hold with equal force for the Eighth Grade.
 - a. The teacher should always be the passive agency in all forms of oral expression.
 - b. Pupils should personally contribute information and develop the topic from their own initiative.
 - c. The teacher should direct and guide to prevent aimless effort.

2. ORAL REPRODUCTION AND DECLAMATION—Reactions from “A” II and IV.

Outline.

1. Proportion of reproduction decreased.
2. Oral reproduction prior to written reproduction not so essential as in former grades.
3. Division of Oral Reproduction into:
 - a. Reproduction of occasional short stories.
 - b. Reproduction of selections from literature.
 - c. Declamation or Verbatim Reproduction.
4. Reproduction of short stories.
To serve the one purpose of arousing new interest.
5. Reproduction of Selections from Literature.
Consecutive days' work. Independent outlines. Practice in selecting outlines from printed page.
6. Oral reproduction wholly independent by pupils. Pupils' criticisms. Appropriating from the original—a caution.

7. Narration, description, exposition and character portrayal continued. Some practice in argumentation.
8. Declamation or Verbatim Reproduction.
Distinction between Oral Invention and Declamation.
9. Place for Declamation and selections which are appropriate to pupils.
10. Immature, unfinished results to be expected, but are the foundations needed to ensure ultimate power.
11. Revival of an abandoned art. Growing participation in public discussions of civic questions demands the training.

Syllabus.

1. Reproduction is the chief medium of expression in the lower grades, but there is a gradual decrease through the grades in favor of a greater proportion of invention. Self-expression through invention makes a direct appeal to the independent personality of an Eighth Grade pupil and therefore assures keen interest and ready response on the part of the pupils.
2. The teacher's own judgment must determine, from the proficiency of the class, whether reproductions should be oral prior to a written reproduction. Oral reproductions, previous to the written efforts, may be omitted to a greater degree than in preceding grades. At least the proportion of time devoted to this oral clinching of a reproduction may be greatly reduced.
3. Oral reproduction for an Eighth Grade properly comes under three divisions:
 - a. Reproduction of occasional short stories.
 - b. Reproduction of portions of the assigned selections from literature.
 - c. Declamation or verbatim reproduction.
4. Reproduction of short stories.

The interest in oral reproduction may lapse when it is exclusively restricted to one long selection from literature. Occasional reproductions of short stories and

brief character portrayals are recommended to vary the work and awaken new interest.

The short stories should be read only once; this trains pupils to a habit of close attention and concentration. The reproduction should immediately follow the reading.

5. Reproduction of Selections from Literature.

This work necessarily involves consecutive effort over a comparatively longer period. Closer attention should be given to logical arrangement. The reproduction should follow independent outlines made by the pupils. Persistent efforts in making outlines will advance the work of former grades in the power to analyze, to judge between the essential and non-essential, and to follow a logical sequence. If desirable the practice in preceding grades, of selecting the main thought or topic sentence from printed paragraphs and of outlining the logical arrangement of topics and sub-topics from the printed page, should be continued. The sole aim of this practice is through good models to assist pupils with their own outlines.

6. Oral reproductions based upon independent outlines should also be given by the pupils. Teachers should encourage independence. Pupils should also be largely responsible for criticisms of one another's reproductions and for suggestions of improvement.

The caution should repeatedly be given against appropriating the phrases and sentences of the original. Pupils gain growth in vocabulary and correct use from reproduction; but there is always present the lurking danger of extending the appropriation to include the author's superior forms of expression.

7. Narration of plot, description of scene, exposition (more or less detailed explanation), and character portrayals have been the work of grades preceding the Eighth. To these should now be added a limited practice in argumentation. Some brief reproduction of argumentation

should precede the work in class debating suggested under oral invention.

8. Declamation, or Verbatim Reproduction.

This work is cautiously recommended to the careful consideration of Eighth Grade teachers. There is a distinct difference between the sustained efforts in connected oral invention and the work in declamation recommended in the Eighth. The former is eminently more valuable in itself and in the results arising from its training. Hence the foundation for such training begins in the Fifth Grade and practice in this work is continued through the Sixth, Seventh and Eighth Grades, in each case under the sub-division Oral Invention. Declamation is a formal verbatim reproduction, committed to memory and delivered for the purpose of training in the art of delivery, rather than in self-expression in the presence of others.

9. The occasional assembly exercises, or a formal program in the class room, afford the opportunity for declamation. The selections for declamation should be brief. Usually heavy oratorical selections and selections involving much plot or pathos should be avoided. Brief descriptions, short narratives, biographical sketches, selections from history, and even reproductions, dissertations, etc., written by the pupils and committed to memory are preferable.

10. The purpose must primarily be to afford training in declamation. A finished result is not to be expected in pupils of this age. Because finished results cannot be obtained public speaking of a memorized selection has practically ceased to be a part of an elementary school program. These fundamental beginnings are nevertheless the preliminary steps to an ultimate power, attained in much later years, of participation in public speaking. Confidence in ability to participate in public or semi-public occasions is a large asset in the lives of all elementary school children.

11. Again it is repeated that this work is recommended to the thoughtful consideration of Eighth Grade teachers, in the hope that even a limited class room trial in this training will result in the revival of an abandoned art, and will prepare for a greater participation in the increasing number of discussions on questions of civic progress.

3. ORAL INVENTION. Reactions from "A" I, III, and IV.

Resultant of Recitation and Dissertation.

Outline.

Dissertation.

1. Preparatory class room or home study of topic for dissertation.

Impromptu dissertations without preparatory study.

2. Training in speaking before others means independent preparation of lessons and growth in personality.

3. Increasing demands made in Eighth Grade and High School in connected oral recitations.

4. Training in dissertation prepares for fulfilling the demand.

Pupils' greater participation in recitations will assure greater care in preparation of lessons.

5. Self-expression defined as:

1. How to think.

2. How to express.

Class Debating and Other Forms of Oral Invention.

6. Debatable questions in other recitations afford opportunity for extemporaneous debating.

7. Arousing desire for more formal debate.

8. "Class Symposium" and "Class Literary Society."

9. Reports on Current Events.

10. Teacher's province is to guide and to prevent aimless statements.

11. Use of dissertations, debates, topics developed in class symposium, Current Events, etc., in assembly exercises.

Syllabus.

Dissertation.

1. The preparatory study of a topic for dissertation, either with the teacher in the class room or independently at home, is discussed in this outline under "Recitation and Dissertation". The data and subject matter gathered by investigation, observation, reading, study, report and discussion should be analyzed and arranged into an outline from which pupils give orally a connected and continued treatment of the topic. The oral treatment of the topic should be undertaken by the pupils as a dissertation. Later, the same material thus crystallized in oral invention becomes the basis of a lesson in written invention.

Occasionally, when there is chosen for dissertation a topic based upon the subject matter of another subject and when preparatory study is not required, pupils should be allowed to speak freely and connectedly from their present fund of information. Outlines could here be omitted.

2. The following observations, relative to this training in oral self-expression in the presence of others, which are made in the Seventh Grade outline are equally pertinent in this Grade and are repeated in brief for convenience of the Eighth Grade teachers.

Training in speaking before others will eventually dispel the nervous dread which precludes even an attempt at oral self-expression on the part of many. Such training in the power of self-expression in the language lesson and in all recitations of the day's program, both fosters the growth of the pupil's individuality, and assures independent preparation of lessons, because pupils have been taught to realize that the recitation is not the teacher's responsibility but their own.

3. Larger demands are now made upon Eighth Grade pupils in connected oral recitation, demands that increase rapidly in the High School. It should become an important consideration with an Eighth Grade teacher to prepare her pupils for this increasing demand.
 4. Oral self-expression in dissertation should be planned to afford such training. Oral recitation in other subjects is another most efficient means to this end. But, with the teacher's fuller knowledge of the subject-matter and with her generous impulse to help the pupils, the following consideration may frequently prevent actual harm to the pupils from the teacher's well-meant generosity.
- If pupils feel that the teacher will explain the lesson in detail they will naturally abandon also the preparation of the lesson to the teacher. If, however, pupils feel that the teacher will hold them responsible for carrying on the recitation they will quite as naturally prepare for it.
5. To train pupils to think and reason and not to train them in oral expression will close one of the channels of useful contact with their fellows. Self-expression involves a two-fold definition;—first, how to think, or the self side of expression, and secondly, how to express. It is well to recall that expression of one's own thought clarifies the thought and that accuracy of speech conduces to precision of thought.

Class Debating and Other Forms of Oral Invention.

6. As debatable questions arise in other recitations the differences of opinion should be afforded an opportunity for expression. Exposition and argumentation become natural and easy channels of expression under the inspiration of a lively clashing of opinions. Such debates which arise unexpectedly and spontaneously during a recitation, or during the unfolding of a topic in a language lesson, will produce better results in self-

expression than a formal debate upon an assigned subject at an appointed time. If the teacher is alert to the opportunity, or even provokes the discussion, a class will freely and spontaneously resolve itself into a debating club. Some recognition of the rules of debate should be insisted upon.

7. A few illustrations to the class of the influence an extemporaneous debate arouses will awaken a desire to participate in a formal debate where sides are chosen, debaters appointed and a time schedule established. Oral self-expression under such conditions will require curbing on the part of the teacher.
8. The following quotation from Professor Chubb's "Teaching of English" will suggest other methods for the work in oral invention. "To give reality and immediacy to the work in expression, and to make it socially serviceable, we should continue to keep in view that it is in most cases to be undertaken with the idea of being used in helpful and interesting ways in the class or in the school. It has been written with the prospect of its being heard and enjoyed, either in class room or general assembly or elsewhere, or is offered as a personal contribution to a class symposium. In the case of certain kinds of expression that should have literary quality, the class is for the time being a literary society, met to derive profit and pleasure from the best efforts of its members; efforts that ought, therefore, to be as personal and distinctive as possible,—now a scene or place visited, a person met, a celebration attended, a procession viewed, an article (a boat or bookcase or workbasket) made, a ramble of observation, an experiment tried, a boating or fishing excursion, a game played, a match won;—something which tempts the child to tell spiritedly, as he might excitedly narrate it to parent or friend, things seen and heard and done—yes, and by him or her, with a particular pair of eyes and ears".

9. The weekly appointment of one or two pupils who are to watch the progress of current events and report upon a certain date, either Monday or Friday, will furnish another incentive for oral invention. Other members of the class could, at the close of the report, be given an opportunity to speak in further detail of a part of the report or to add a subject of current interest not mentioned in the report.
10. The teacher's province in this work is largely that of guidance and giving suggestions which are necessary to prevent aimless and superficial statements. This work, if undirected by the teacher, is likely to degenerate into careless and thoughtless habits of speech.
11. Dissertations, debates, subjects developed in a class symposium and current events become excellent material for a school assembly. They should be thus employed, following the class room work for two reasons,—first, it furnishes an opportunity to speak orally before a larger audience and thus increases the confidence and power of Eighth Grade pupils, and secondly, it furnishes a most potent example to children of other grades of the work which they later will be capable of doing, through the training they are receiving along similar lines in lower grades.

IV. WRITTEN EXPRESSION.

The development of language power is so much more rapid through oral expression than it is through written that there is recommended for the Eighth Grade a proportion of one half of oral and one half of written expression. Oral expression will naturally be a part of each day's program in either the language or other recitations. Written expression should be assigned when oral work has crystallized the thought material; it cannot be regulated by a schedule.

Daily Practice.

Written expression is an art to be acquired not by rule but

by regular practice. Hence a few minutes each day or on several days of the week should be assigned for writing subsequent to the oral preparation. The daily paragraph or theme should receive precedence over the longer and more formal written paper.

The Monthly or Bi-monthly Long Paper.

About once or twice a month pupils should prepare a paper of several pages, in order that they may learn to discuss a subject fully and logically, and that they may gain the power of handling larger units of material. Outlines will usually be imperative in these occasional papers. If the teacher's judgment confirms making these efforts more frequently the opportunity should be afforded, provided the daily paragraphs and shorter units still have precedence over the long papers. The attention of teachers is called to the requirements in paragraphing, sentence structure and margins under "Technicalities of Expression. I—Arrangement". Paragraphing should be required of all pupils in every written paper.

Suggestions for Technique.

Through former grades pupils have given some attention to the observation, from printed pages, of the proper uses of outlines, sentence structure, paragraphing, relation of sentences, the topic sentence or main topic and sub-topics, relation of paragraphs, coherence and clearness of thought. The caution has been given in each grade that pupils cannot be held to a rigid observance of all the forms of literary composition. A knowledge and observation, however, of the established conventions of good writing should precede even an approximation to their partial realization in the pupils' written work. The stimulus of a high ideal is an ever-present incentive to greater effort. Instruction by the teacher through the presentation of good models and the usages controlling these models, combined with persistent, continued practice by the pupils, will determine the ideals established for the pupils' written papers. The efforts on the part of the teacher may not command immediate results, but a broad foundation is being laid upon which future and more mature work will be constructed.

Correction of Written Papers.

Pupils should be held to the practice of looking over their own written work and making their own corrections before turning in their papers. This power of self-help affords pupils the pleasure and keener interest of doing things for themselves, and relieves the teacher of work which can more profitably be done by the pupils themselves.

In developing this power of self-help it will be well to devote an occasional period to giving pupils individual help as they write. Such a plan followed exclusively would, however, interfere seriously with concentration of thought upon a given subject. The teacher should be alert to the right opportunity. Such a period would be appropriate when the pupils are writing a second condensed reproduction, a second rewriting of any topic, or the first writing upon some simple topic selected for this distinct purpose. The teacher will pass among the pupils as they write, quickly noting and correcting errors, and using the blackboard to show correct forms. Such corrections are most effective because they check the error in the making. The corrections should include punctuation, spelling, use of capitals, good diction, sentence structure, paragraphing, etc.

This period of co-operative corrections may be devoted to transforming, combining, condensing and otherwise varying the pupils' sentences in order that they may more exactly and more pleasantly express their meaning. Eighth Grade teachers should encourage a larger use of participles and infinitives in order to avoid cumbersome statements arising from the use of clauses in complex and compound sentences.

When pupils write independently, without the teacher's help in co-operative correction, some special aim should be assigned for each lesson, e. g., the correct use of words, punctuation, sentence structure, paragraphing, relation of sentences and paragraphs, coherence and clearness of thought, or the avoidance of some common error in a former lesson.

Pupils should take as active a part in correcting papers as possible. In order to extend their greater participation in the

work of correction it is suggested that the pupils exchange their written papers and indicate the corrections that should be made. Care must be taken to observe the following cautions in this work:

- a. The poorest papers should pass into the hands of the best pupils and vice versa.
- b. Whenever time allows each paper should be corrected by two pupils.
- c. Pupils should know what errors they are to correct. A list of such errors may be assigned for each lesson. A list of common errors always to be noted may be kept on the blackboard. The points for correction should be given a few at a time.
- d. Such corrections may be made in pencil upon the pages previously written in ink, or they may be made at the end of the written paper or upon separate sheets of paper.
- e. When the corrections are made the papers should be returned to their owners. An opportunity should then be given to examine the corrections as made and to discuss with those making the corrections the reasons for the changes. Disputed questions should be referred to the teacher. Discussions between pupils will reveal other errors for correction and fix indelibly upon their minds means and ways of improvement in their written work.

It cannot be questioned that more errors will escape notice than where the teacher makes the corrections, but it also cannot be doubted that keener interest will be aroused and, therefore, a more lasting impression will be made upon the pupil when another of his own class corrects his error. Corrections will not be accepted without question; the correction must be self-evident. The discussions between pupils will keep both minds active and interested. There will be no indifference to corrections as too frequently results when the teacher makes the corrections. The teacher must disregard the presence of other

errors still uncorrected and rest content with the corrections made.

The teacher should read the corrected papers in order to discover whether the correction has been actually effective. The correction of papers by pupils should not be exclusively followed in any one grade.

Occasionally the teacher will read and correct papers of the entire class. Frequently she will merely make notes of common errors running through all papers and list such errors for attention in another lesson.

The invariable rule of preceding grades still holds good in the Eighth, that the sympathetic correction of pupils' mistakes in self-expression is far more effective than a high standard of excellence impossible of attainment.

1. WRITTEN REPRODUCTION. { Reaction from "A" II and IV.
} Resultant of Oral Reproduction.

Outline.

1. Written reproduction does not require oral preparation in Eighth Grade.
2. Practice in clearness, conciseness and coherence—the chief aim in Seventh and Eighth Grades.
3. Creating far-reaching habits of study.
4. Use of summaries, newspapers, periodicals, paraphrase, condensation, current news, telegrams and other concise reductions.
5. Analyzing and reducing outlines and reproductions.
6. Developing judgment, habits of analytical study and discrimination.

Syllabus.

1. Most of the work in reproduction in the Eighth Grade will be written without the preceding oral reproduction. Written reproduction of a few short stories, and of topics chosen from the selections from literature, will comprise the scope of this work in the Eighth Grade. The monthly or bi-monthly long paper

will sometimes be based upon a written reproduction of parts of the selections from literature.

2. The main endeavor of Eighth Grade teachers in written reproduction should be directed to the same aim as outlined for the Seventh Grade in order that there may be attained, through consecutive practice in the last two years, clearness, conciseness, and coherence in written expression.
3. Written reproduction affords the teacher an opportunity to teach pupils to analyze thought, to discriminate, to follow logical sequence and to comprehend the gist of the original passage. The teacher is thus cultivating in pupils far-reaching habits of study and is training her class in the proper preparation of lessons in other subjects.
4. The following methods already begun in the Seventh Grade should be continued and extended in the Eighth Grade. The first efforts in condensation might be directed to a study of the practical uses of the summary in text books, newspapers, periodicals, advertising, etc. Pupils could give a brief paraphrase or reduction of a newspaper item or article. Occasional use of the paraphrase should be made to test the comprehension of original passages in history and other grade subjects. More frequent use should be made of reduction or condensation, the summary of an oral reproduction, condensation of newspaper articles as practiced in periodicals of current events, summaries of history and geography lessons, making abbreviated headlines as is customary in newspapers, gleanings of current news in brief statements, the preparation of telegrams reduced from business correspondence, etc.
5. Outlines used in other forms of oral and written expression may be studied for closer analysis and a more condensed form of the original effort may then be written. Oral reproductions should frequently be thus summarized and reduced in written reproductions.

One such reduction could well be followed by another on the same topic for further condensation.

6. Written reproduction, therefore, serves a greater purpose in the Eighth Grade than merely developing language power. The work outlined above in condensation, reduction and analysis will develop judgment, habits of analytical study and power of discrimination. Pupils about to leave the Grammar School will soon be thrown largely upon their own responsibility, either in a continuation of school work where independent study will be required of them, or in useful employment where judgment and a power to discriminate have an even greater weight in their success or failure.

The beginnings in the development of this faculty of mind are laid in the practice of analyzing, summarizing, condensing and independent choosing between the essential and non-essential.

It is earnestly recommended that the teacher's efforts should be consciously directed to these results of her plans for written reproduction, rather than to the language side exclusively.

2. WRITTEN INVENTION: $\left\{ \begin{array}{l} \text{Reactions from "A" I, III and IV.} \\ \text{Resultant of Oral Invention.} \end{array} \right.$

Outline.

1. Written Invention should be the chief medium in written expression.
2. Sources of material.
3. Topics drawn from the varying tastes and enthusiasms of pupils assure freedom and originality.
4. Teachers write with class to establish a point of view in common.
5. Time of writing determined when enthusiasm is evident.
6. Daily practice—chief medium of written invention. Impromptu writing.

7. Monthly or bi-monthly long paper affords opportunity to train pupils for continued application to a subject.

Syllabus.

1. The great proportion of written work in daily practice and the monthly or bi-monthly long paper should be given to written invention. Written reproduction in itself, except as it serves the purpose of condensation and reduction, should be subordinated to written invention.
2. Assignments for written invention should be chosen from the "Recitation and Dissertation" or the "Oral Invention" divisions of this outline. Data and information have been secured, outlines have been studied and the impression so thoroughly made, that pupils will not be daunted by the request to write upon a topic already developed. Only a portion of the oral work should be chosen for written papers.
3. It would be well for the teacher to remember that a variety of interests is present among her pupils. Individual selection of topics by the pupils themselves will result in a set of papers upon widely different topics, but it assures the alert interest which is a primary consideration in the production of well-written papers. The following quotation from Dr. McMurry is pertinent: "The school studies are as many-sided in their attractions as the children are different in their tastes and enthusiasms. Child life itself is full of interesting experiences and activities. It only requires a teacher who is awake to these various interests and proclivities of children; and who knows the rich pasturage of the various school studies. Much of the other language work is necessarily formal and prescribed for all alike; why not give children greater freedom in self-expression? Why not at least turn them loose into self-chosen pastures? Self-expression in its very nature demands freedom and originality."

4. It is suggested in former grades, and emphatically recommended in the Eighth Grade, that teachers stimulate their pupils by writing with the class on any topic when it is assigned as a common topic for all pupils. A bond of sympathy will be established which will give a point of view common to both teacher and pupils. The teacher's criticisms and suggestions following such an experience will gain a response from the class never to be obtained where pupils write alone.
5. Writing should be required only when the interest has been developed to a point where it is self-evident. The program can not determine the time of writing. When enthusiasm and spontaneity are manifest the opportunity should then be given to write. If this involves appropriating the time of another lesson the loss may be made good on the following day. Postponing the writing because of an inflexible daily program means the loss of the right opportunity.
6. Daily practice on a short theme, a paragraph, a brief written dissertation, or discussion should be the chief medium of self-expression in Eighth Grade written invention. This will usually be based upon a previous oral preparation of the subject-matter. Occasionally quick, spontaneous writing should be called for upon some subject already so well fixed in the minds of the class that it does not require oral preparation. The same plan will be equally valuable in the daily practice, if teachers allow a freedom of choice among the varied subjects selected from the pupils' individual interests and tastes.
7. In order, however, that the habit of giving time and thought to a thorough preparation of a comprehensive topic may be developed in the pupils' training, a long paper should be required once or twice a month. The power of continued and repeated application to some subject brings a degree of satisfaction in the actual achievement, never to be realized in the daily practice.

This work may be continued in the class room several days, or be required as home work. The outlines, previously employed in the oral preparation of the subject, should be employed as the basis for the written papers. The subject may be chosen from Geography or History, from the pupil's experience, or from any source which elicits the pupil's personal enthusiasm and interest.

Outline.

3. LETTER WRITING.

1. Comprehensive review of work in former grades—letters of friendship, business correspondence and social forms.
2. Incentives for letters of friendship.
3. Directions in business correspondence.
4. Forms of social correspondence.

Syllabus.

1. Letters of friendship and business correspondence have been the assigned work in grades preceding the Seventh; in the latter grade social correspondence was assigned as the last form in letter writing for elementary grades. It only remains for the Eighth Grade to give a more comprehensive scope to all three forms of letter writing mentioned above and to utilize this part of written expression as a medium for the pupils' self-expression.
2. Motives and incentives for letter writing should be continued from the work of former grades to give the reality to letter writing which it requires—e. g., pupils acknowledge letters received from other pupils or friends; reply to the inquiries of the letter; give items of interest to the friend; ask questions the writer may wish answered, etc. Pupils may write from a point of view of another, a person living in another country, an historical character, or a person traveling in another part of our own or a foreign country.

3. Business letters should be real exchanges in commercial correspondence. Modern business requires that the letters be brief, to the point and exact in statement. Stereotyped opening sentences should be discouraged. Pupils should be trained to fold letters properly and address envelopes.
4. Social correspondence should include formal and informal letters of invitation, acceptance, regret and other conventional and accepted social forms in letter writing.

C. Technicalities of Expression.

It is recommended that the allotted time of 250 minutes per week in Eighth Grade Language and Grammar be apportioned between an equivalent of 150 minutes for Grammar and 100 minutes for Language. The time schedule also allots 150 minutes per week for Reading—which time is available for reading, literature, study of the chosen selection of literature and other work under “A. Sources of Thought Material” or “Impression.”

I. ARRANGEMENT.

1. SENTENCE STRUCTURE.

Practice in the use of complex and compound sentences has been assigned to the Seventh Grade. No attempt has been made to analyze such sentences. The use of complex and compound sentences should now be intelligently studied by the pupils through their analysis of sentences.

Expanding, condensing and transforming sentences will give the drill which pupils require to improve their own sentence structure. Pupils should now learn how to improve their sentences through the use of participles and infinitives. Definite work should be assigned in the Eighth Grade in the proper grammatical uses of participles and infinitives.

2. PARAGRAPHING.

Independent paragraphing has been practiced since the Fifth Grade. The technique has been mastered. In the study of literature pupils should be taught to observe the relation of sentences to the central idea of a paragraph as contained in the topic sentence, the relation and logical order of paragraphs, good diction, coherence and clearness of thought.

So far as practicable pupils should be encouraged to follow in their own writing the models which they have discovered for themselves in the study of literature.

3. OUTLINES.

Pupils are requested to outline independently in the Seventh and Eighth Grades. They should now have some ability in distinguishing essential and non-essential matter and in determining the order of logical sequence of main topic and sub-topics. Frequently it will be necessary to revise the first outline for closer analysis and further condensation.

Pupils should be cautioned against too great detail in outlines. Outlines should be omitted in the Daily Practice of written expression and in all other short exercises in oral and written expression.

4. LETTER FORMS.

Review letters of friendship and business correspondence and develop social forms of invitation, acceptance and regret, etc.

5. HEADINGS AND MARGINS.

Teachers are referred to the Third Grade A Syllabus for the established forms in headings and margins of written papers. Continued application of these forms, if consistent through the grades, will result in the automatic and general use of uniform margins and headings.

II. TECHNICALITIES OF LANGUAGE AND GRAMMAR.

Eighth Grade B.

1. CAPITALS.

- a. Require proper use of capitals.

2. PUNCTUATION.

- a. Require uses of punctuation taught in preceding grades.
- b. Comma after introductory words, phrases and clauses.
- c. Dash and parenthesis.

3. ABBREVIATIONS.

- a. Classify and review abbreviations of preceding grades.

4. DICTIONARY WORK.

- a. Pupils should be able to find :
 1. Punctuation of words, including accent.
 2. Spelling of words.
 3. Meaning of words.
 4. The index of History, Arithmetic, and other text books and books of reference.

Pupils need frequent help and instruction in the intelligent and economical use of dictionaries and works of reference.

5. GRAMMAR.

Verbs :

1. Classification: Regular and irregular, transitive and intransitive. Auxiliary, Copula.
2. Properties: Voice, mode, tense, number, person.
3. Principal parts: Regular and irregular verbs.
4. Inflection: Conjugation—complete. Synopsis of verbs. Progressive form of verb. Emphatic form of verb. Infinitive mode; Uses (a) As distinct form of verb; (b) Infinitive phrase as noun. Participles: Uses as noun, adjective or verb. Change from active to passive

voice. Particular attention to inflection of irregular verbs.

5. Parsing of verb. Agreement of verb with subject.

Analysis and diagraming of compound sentence, involving two or more independent clauses. Diagraming of compound subject, predicate or object and compound object with preposition.

Eighth Grade A

1. CAPITALS.

a. Require proper use of capitals.

2. PUNCTUATION.

a. Require proper use of punctuation marks taught in preceding grades.

b. Comma before an additional clause (as distinguished from restrictive clause).

c. Semi-colon and colon.

3. ABBREVIATIONS.

a. Classify and review abbreviations of preceding grades.

4. DICTIONARY AND REFERENCE BOOK WORK.

a. Continue work of Seventh Grade.

b. Insist upon daily use of dictionary.

c. The work of the Eighth Grade is the climax of all the work of the preceding grades.

d. Use of index in all text books.

e. Teach the children to use the encyclopedia.

5. GRAMMAR.

During this term there should be given a thorough review and more intensive study of the work in Grammar from Sixth Grade B to Eighth Grade A inclusive.

1. Conjunctions:

a. Co-ordinate: and, but, also, either, or, neither, nor, etc.

b. Subordinate: when, if, while, until, where, although, unless, after, before, since, for, because, etc.

2. Causes:

Principal and subordinate, adjective clauses, adverbial clauses, noun (substantive).

3. Phrases:

Adjective phrase, adverbial phrase, noun phrase, participial phrase, infinitive phrase, independent phrase.

4. Analysis and diagraming of complex and compound sentences involving independent and dependent clauses.

III. DICTATION AND WRITING FROM MEMORY.

Dictation should be used to furnish models in complex and compound sentence structure; in the unity of sentences in a paragraph; the proper relation of paragraphs; in social letters and in any other form or method of written expression which the teacher is developing. It is also used in the practice and testing of technicalities. New and difficult words should be placed on the blackboard.

Dictation should create power of sustained attention and concentration. It should be well punctuated in the reading, but never repeated. Dictation trains the ear; serves to connect oral or spoken with written language; teaches the pupil to write automatically and develops power of self-help, in that pupils can correct their own papers by reference to the printed page. It will often restore a restless and nervous grade to quiet self-control.

Writing from memory poems, quotations and other selections affords practice in the use of capitals and punctuation and fixes the poem, etc., firmly in the memory.

IV. CORRECT USE.

(In course of preparation.)

As a part of the technical work of language there should be made in the Eighth Grade A a short study of the history and development of the English tongue, from Saxon times to the present, as a means to illustrate the derivation of its words and to explain the meaning of its root words. A study of prefixes, suffixes, synonyms and distinctions in meanings will naturally accompany the History of the English Language. The attention of pupils is thus focused on good diction and the choice of words for exact meanings. It will overcome a habit of using words carelessly without accurate knowledge of their derivation and real meaning. Such a study will both encourage the use of good diction and open the way to a continuous growth in vocabulary.

SUPPLEMENTARY BOOK LIST.

GRADE I.

<i>Title.</i>	<i>Author.</i>	<i>Publisher.</i>
Child Classic Primer	Alexander	Bobbs, Merrill & Co.
Brooks' Primer	Brooks	D. Appleton & Co.
Brownie Primer	Banta	A. Flanagan Co.
Bender Primer	Bender	C. E. Merrill & Co.
Art Lit. Reader Bk. I	Chutter	Atkinson, Mentzer & Grover
Art Lit. Primer	Grover	Atkinson, Mentzer & Grover
Folklore Primer	Grover	Atkinson, Mentzer & Grover
Holton Primer	Holton	Rand, McNally Co.
Graded Lit. Bk. I	Judson & Bender	C. E. Merrill & Co.
Oriole Stories	Lane	Ginn & Co.
Wide Awake First Reader	Murray	Little, Brown & Co.
Sunshine Primer	Noyes & Guild	Ginn & Co.
Summers Primer	Summers	F. D. Beatty & Co.
Summers First Reader	Summers	F. D. Beatty & Co.
First Reader	Wade & Sylvester	Ginn & Co.
Cherry Tree Children	Blaisdell	Little, Brown & Co.
Story Hour Primer	Coe & Christie	Amer. Book Co.
Story Hour Reader, Book I	Coe & Christie	Amer. Book Co.
First Reader	Free & Treadwell	Row, Peterson & Co.
Overall Boys	Grover	Rand, McNally & Co.
Sunbonnet Babies	Grover	Rand, McNally & Co.
Barnard Language Reader	Paine	Amer. Book Co.
Aldine First Reader	Spaulding & Bryce	Newson & Co.
Golden Treasury First Reader	Stebbins	Amer. Book Co.
Thought Reader	Summer	F. D. Beattys & Co.
Riverside First Reader	Van Sickle & Seegmiller	Houghton, Mifflin Co.
Child World Primer	Bentley & Johnson	A. S. Barnes & Co.
The Robin Reader	Varney	Chas. Scribner's Sons
Our Story Reader	Ketchum & Rice	Chas. Scribner's Sons
A Mother Goose Reader	Mickens & Robinson	Silver, Burdett & Co.
Primary School Reader, Book I	Elson	Scot, Foresman & Co.

Two Little Indians	Maguire	A. Flanagan & Co.
Primer	Horace Mann	Longmans Green
First Reader	Horace Mann	Longmans Green

GRADE II.

Boy Blue and His Friends	Blaisdell	Little, Brown & Co.
Bow Bow and Mew Mew	Craik	C. E. Merrill & Co.
Around the World, Bk. I	Carroll	Silver, Burdett & Co.
Eugene Field Reader	Cooley & Harris	Chas. Scribner's Son
Cave Men	Dopp	Rand, McNally Co.
Tree Dwellers	Dopp	Rand, McNally Co.
Work that is Play	Gardner	A. Flanagan & Co.
Banbury Cross Stories	Howard	C. E. Merrill & Co.
A Book of Plays for Little Actors	Johnson & Barnum	American Book Co.
Graded Lit. Bk. II	Judson & Bender	C. E. Merrill & Co.
Eskimo Stories	Smith	Rand, McNally Co.
Three Little Cotton Tails	Smith	A. Flanagan & Co.
Classic Fables	Turpin	C. E. Merrill & Co.
Fairy Tale and Fable	Thompson	Silver, Burdett & Co.
Lodrix	Wiley & Edick	D. Appleton & Co.
Wheeler's Graded Reader, Book II	Wheeler	W. H. Wheeler & Co.
Child Classics Second Reader	Alexander	Bobbs, Merrill Co.
Polly and Dolly	Blaisdell	Little, Brown & Co.
Tommy Tinker's Book	Blaisdell	Little, Brown & Co.
Second Reader	Free & Treadwell	Row, Peterson & Co.
Peter and Polly in Summer	Rosa Lucia	Amer. Book Co.
Reynard the Fox	Smythe	Amer. Book Co.
Aldine Second Reader	Spaulding & Bryce	Newson & Co.
Riverside Second Reader	Van Sickle & Seegmiller	Houghton, Mifflin Co.
Second Reader	Howe	Chas. Scribner
At the Open Door	Robinson	Silver, Burdett Co.
Golden Treasury Sec. Reader	Stebbins	Amer. Book Co.
Nixy Bunny in Manners Land	Sindelar	Beckley, Cardy Co.
Story Hour Reader, Book II	Coe & Christie	Amer. Book Co.
The Story of Two Kittens	Simmerman	A. Flanagan & Co.

SUPPLEMENTARY BOOK LIST

Primary School Reader, Book II	Elson	Scot, Foresman Co.
The Fairy Reader	Baldwin	Amer. Book Co.
Another Fairy Reader	Baldwin	Amer. Book Co.
Second Fairy Reader	Baldwin	Amer. Book Co.
Peter and Polly in Winter	Rosa Lucia	Amer. Book Co.
Pathways in Nature and Literature	Christy	Univer. Pub. Co.
Twilight Town	Blaisdell	Little, Brown Co.
The Snowman	Lang	Longmans, Green
Robert Louis Stevenson Reader	Stevenson	Chas. Scribner
Art Literature, Book II	Chutter	Atkinson, Mentzer
In Fable land	Serl	Silver, Burdett Co.

GRADE III.

Seven Little Sisters	Andrew	Ginn & Co.
Child Lore Dramatic Reader	Brice	Chas. Scribner's Sons
Alice in Wonderland	Carroll	C. E. Merrill & Co.
Art Lit. Bk. III	Chutter	Atkinson, Mentzer & Co.
Around the World, Bk. III	Carroll	Silver, Burdett & Co.
Heroes of Myth	Gilbert & Price	Silver, Burdett & Co.
Dick Whittington and Other Stories	Howard	C. E. Merrill & Co.
Graded Lit. Bk. III.	Judson & Bender	C. E. Merrill & Co.
Big People and Little People of Other Lands	Shaw	American Book Co.
Fairy Tales	Shaw	Newson & Co.
Fables and Folk Stories	Scudder	Houghton, Mifflin & Co.
Boy on a Farm	Abbott	Amer. Book Co.
Merry Animal Tales	Bingham	Little, Brown & Co.
Old Mother West Wind	Burgess	Little, Brown & Co.
Mother West Wind's Children	Burgess	Little, Brown & Co.
Mother West Wind's Animal Friends	Bigham	Little, Brown & Co.
Chinese Fables and Folk Stories	Davis & Chow Leung	Amer. Book Co.
Robinson Crusoe	Defoe by Baldwin	Amer. Book Co.
Third Reader	Free & Treadwell	Row, Peterson & Co.
Dramatic Reader	Holbrook	Amer. Book Co.

ENGLISH

Stories of Our Holidays	Horsford	Silver, Burdett Co.
Home Geography	Long	Amer. Book Co.
More Classic Stories for Little Children	McMurry	Public School Pub. Co.
Old World Wonder Stories	O'Shea	D. C. Heath
Tales of Mother Goose	Perrault tr. Welsh	D. C. Heath
The Pig Brother	Richards	Little, Brown & Co.
East o' the Sun and West o' the Moon	Thomson	Row, Peterson Co.
Our Common Friends and Foes	Turner	Amer. Book Co.
Our Birds and Their Nestlings	Walker	Amer. Book Co.
Wide Awake Third Reader	Blaisdell	Little, Brown Co.
The Dutch Twins	Perkins	Houghton, Mifflin Co.
In the Animal World	Serl	Silver, Burdett Co.

GRADE IV.

Ten Little Boys	Andrew	Ginn & Co.
Good Health for Boys and Girls	Brown	D. C. Heath & Co.
Fifty Famous Stories Retold	Baldwin	American Book Co.
North America	Carpenter	American Book Co.
South America	Carpenter	American Book Co.
Adventures of Pinocchio	Collodi	Ginn & Co.
Great Americans for Little Americans	Eggleston	American Book Co.
Friends and Helpers	Eddy	Ginn & Co.
Wandering Heroes	Gilbert & Price	Silver, Burdett & Co.
Howell's Story Book	Howell	Chas. Scribner's Sons
Viking Tales	Hall	Rand, McNally Co.
Norse Stories	Mabie	Rand, McNally Co.
Exploration and Discovery	Pratt	D. C. Heath & Co.
The Beginner's Book	Pratt	D. C. Heath & Co.
Discoverers and Explorers	Shaw	American Book Co.
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